HUMAN RIGHTS

The United Nations Decade for Human Rights Education (1995-2004)

No. 3

The Right to Human Rights Education

UNITED NATIONS

HR/PUB/DECADE/1999/2

Office of the United Nations
High Commissioner for Human Rights

The United Nations Decade for Human Rights Education (1995-2004)

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The Right to Human Rights Education

A compilation of provisions of international and regional instruments dealing with human rights education

UNITED NATIONS
New York and Geneva, 1999

NOTE

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HR/P/PT/3/DECADE/1999/2

The Purposes of the United Nations are

[ ]

To achieve international co-operation in [ ] *promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion*

[ ]

CHARTER OF THE UNITED NATIONS
(Article 1.3)

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Introduction

The 1993 United Nations World Conference on Human Rights (Vienna) held the view that human rights education was "essential for the promotion and achievement of stable and harmonious relations among communities and for fostering mutual understanding, tolerance and peace", and concluded that the proclamation of a United Nations decade for human rights education "should be considered".[1]

On 23 December 1994, the United Nations General Assembly proclaimed the *United Nations Decade for Human Rights Education* (from 1 January 1995 to 31 December 2004), welcomed a *Plan of Action* for the Decade and called upon the United Nations High Commissioner for Human Rights to facilitate the implementation of the Plan.[2] The Secretary-General and the High Commissioner have, subsequently, reported annually to the General Assembly on progress made in its implementation.[3] The international Plan of Action for the Decade sets out detailed objectives for the international community: the assessment of needs and formulation of effective strategies; the building and strengthening of programmes and capacities for human rights education at international, regional, national and local levels; the coordinated development of effective materials; the strengthening of the role and capacity of the mass media; and the global dissemination of the Universal Declaration of Human Rights.

This compilation was prepared by the Office of the High Commissioner for Human Rights (OHCHR) as a contribution to the United Nations Decade for Human Rights Education, in support of human rights education programmes undertaken in the framework of the Decade. The compilation outlines the growing consensus and the commitment expressed by the international community to educating all members of society on human rights. This concern and commitment have been embodied in several interna-

[1] Vienna Declaration and Programme of Action, A/CONF.157/23, 12 July 1993, paras. 78-82.

[2] General Assembly resolution 49/184.

[3] See for example UN Doc. A/53/313 (August 1998) which provides a comprehensive list of publications on human rights issues by the Office of the High Commissioner for Human Rights.

tional and regional human rights instruments. Accordingly, this compilation contains relevant excerpts from and texts of those instruments, organized under each issuing organization in chronological order of adoption. In a few cases, provisions setting forth the implied—but not *expressis verbis*—duty of States to undertake or provide human rights education as a part of other human rights promotional measures have also been included: the International Covenant on Economic, Social and Cultural Rights and International Covenant on Civil and Political Rights, Article 2, are examples.

The compilation is complementary to the first publication in this Series, entitled *"The United Nations Decade for Human Rights Education (1995-2004) — Lessons for Life"* (HR/PUB/DECADE/1998/1), which provides the basic international documents concerning the Decade for Human Rights Education: the General Assembly resolution proclaiming the Decade, the International Plan of Action for the Decade and the United Nations Guidelines for National Plans for Human Rights Education.

The compilation is presented in the following sections: Part I sets out relevant provisions of the International Bill of Human Rights and related documents; Parts II and III highlight, respectively, relevant provisions of other international and regional instruments.[4]

The legal status of the instruments referred to in this compilation varies. *Declarations, principles, guidelines, resolutions* and *recommendations* do not have binding legal effect on Member States. Nevertheless, these instruments have an undeniable moral force, and provide practical guidance to States in their conduct. The value of such instruments rests on their recognition and acceptance by a large number of States, and even without binding legal effect they may be seen as declaratory of broadly accepted principles within the international community.

International treaties, referred to variously as *covenants, protocols* or *conventions*, are legally binding on those States that ratify or accede to them. Treaties adopted within the United Nations are open for signature and ratification by all States[5] while those adopted within the framework of regional organizations depend for acceptance on membership of the organization concerned. Several of the international human rights treaties set up Committees to monitor and implement the treaty. Each such Committee has the authority to issue *General Recommendations* and other directives, clarifying

[4] Regional organizations are listed in the order of their establishment, and instruments are listed in the order of their adoption.

[5] A Chart of Ratifications, containing the status of ratification of all major human rights treaties adopted at the UN level, is issued periodically by OHCHR.

or elaborating on the provisions of the treaty. The compilation includes relevant excerpts from such documents pertaining to human rights education.[1]

The compilation targets several groups: human rights educators, Governments of Member States of the United Nations, the specialized agencies and organizations of the United Nations, human rights scholars, and human rights non-governmental organizations working at international, regional, national and local levels alike.

The compilation seeks to further the promotion of human rights by facilitating a number of activities undertaken by one or more of the groups targeted. These activities might include:

(*a*) efforts to promote the ratification of human rights treaties in countries that have not yet done so;

(*b*) efforts to review and remove reservations where countries have ratified human rights treaties but have entered reservations;

(*c*) comparisons between national laws and local laws on the one hand and international human rights standards on the other, with a view to revising such laws to bring them into conformity with the international human rights standards;

(*d*) review of State Party reports to treaty-bodies charged with monitoring and implementation of such treaties;

(*e*) response to and compliance with the directives and concluding observations of such treaty-bodies;

(*f*) integration of human rights standards into educational curricula;

(*g*) introduction of human rights standards into literacy education; and

(*h*) promotion of non-formal and mass human rights education programmes.

The preparation of this compilation has benefited from the invaluable contribution of the following organizations: the Division of Human Rights, Peace and Democracy of UNESCO, the ILO Equality and Human Rights

[1] Other organizations (specialized agencies such as ILO and UNESCO, and several regional organizations) have established their own supervisory mechanisms, many of which interact with the UN's treaty bodies and with each other. All of them also adopt both general and country-specific comments in different forms. In at least one instance, supervision is carried out jointly by two organizations: the implementation of the UNESCO Recommendation concerning the Status of Teachers is monitored by the Joint ILO/UNESCO Committee of Experts on the Application of this Recommendation.

Coordination Branch, the International Committee of the Red Cross, the Human Rights and Democratization Unit of the European Commission, the Secretariat of the Organization of American States, the Human Rights Directorate of the Council of Europe, the Secretariat of the African Commission on Human and Peoples' Rights and the Office for Democratic Institutions and Human Rights of the Organization for Security and Cooperation in Europe. In addition, the compilation was reviewed by a number of human rights education experts and practitioners who met in Geneva in January 1997. Clarence Dias and David Weissbrodt in particular provided several suggestions for improvement. The Office of the High Commissioner for Human Rights wishes to express its gratitude for this collaboration.

Any compilation of this nature faces the inevitability of becoming outdated sooner or later. For current information on new international instruments and related documents, please access the OHCHR website at: http://www.unhchr.ch.

Geneva, March 1999

Part I

THE INTERNATIONAL BILL OF HUMAN RIGHTS

A. Universal Declaration of Human Rights

(Proclaimed by General Assembly resolution 217 A (III), 10 December 1948)[7]

PREAMBLE

[. . .]

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore,
The General Assembly

---

[7] At the proclamation of the Universal Declaration of Human Rights, the following resolution calling for the dissemination of this instrument was contemporaneously adopted:

Publicity to be given to the Universal Declaration of Human Rights
(General Assembly resolution 217 D (III), 10 December 1948)

The General Assembly,

Considering that the adoption of the Universal Declaration of Human Rights is an historic act, destined to consolidate world peace through the contribution of the United Nations towards the liberation from the unjustified oppression and constraint to which they are too often subjected,

Considering that the text of the Declaration should be disseminated among all peoples throughout the world,

1. *Recommends* Governments of Member States to show their adherence to Article 56 of the Charter by using every means within their power solemnly to publicize the text of the Declaration and to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories;

2. *Requests* the Secretary-General to have this Declaration widely disseminated and, to that end, to publish and distribute texts, not only in the official languages, but also, using every means at his disposal, in all languages possible;

3. *Invites* the specialized agencies and non-governmental organizations of the world to do their utmost to bring this Declaration to the attention of their members.

Proclaims this Universal Declaration of Human Rights as the common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 26

[ ]

2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

[ ]

B. International Covenant on Economic, Social and Cultural Rights

(Adopted and opened to signature, ratification and accession by General Assembly resolution 2200 A (XXI),16 December 1966. Entry into force in January 1976; ratified by 137 States as of 1 January 1998)

PREAMBLE

The States Parties to the present Covenant,

[ ]

Considering the obligation of States under the Charter of the United Nations to promote universal respect for, and observance of, human rights and freedoms,

Realizing that the individual, having duties to other individuals and to the community to which he belongs, is under a responsibility to strive for the promotion and observance of the rights recognized in the present Covenant,

Agree upon the following articles:

[. . .]

Article 2

1. Each State Party to the present Covenant undertakes to take steps, individually and through international assistance and cooperation, especially economic and technical, to the maximum of its available resources, with a view to achieving progressively the full realization of the rights recognized in the present Covenant by all appropriate means, including particularly the adoption of legislative measures. [. . .]

Article 13

1. The States Parties to the present Covenant recognize the rights of everyone to education. They agree that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. They further agree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace. [. . .]

General Comment 3

(Adopted by the Committee on Economic, Social and Cultural Rights at the Fifth Session, 1990)

The nature of States parties obligations (art. 2, para. 1 of the Covenant)

[. . .]

7. Other measures which may also be considered "appropriate" for the purposes of article 2 (1) include, but are not limited to, administrative, financial, educational and social measures. [. . .]

C. International Covenant on Civil and Political Rights

(Adopted and opened to signature, ratification and accession by General Assembly resolution 2200 A (XXI), 16 December 1966. Entry into force in March 1976, ratified by 140 States as of 1 January 1998)

PREAMBLE

The States Parties to the present Covenant,

[ ]

Considering the obligation of States under the Charter of the United Nations to promote universal respect for, and observance of, human rights and freedoms,

Realizing that the individual, having duties to other individuals and to the community to which he belongs, is under a responsibility to strive for the promotion and observance of the rights recognized in the present Covenant,

Agree upon the following articles:

Article 2

1. Each State Party to the present Covenant undertakes to respect and to ensure to all individuals within its territory and subject to its jurisdiction the rights recognized in the present Covenant, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

2. Where not already provided for by existing legislative or other measures, each State Party to the present Covenant undertakes to take the necessary steps, in accordance with its constitutional processes and with the provisions of the present Covenant, to adopt such legislative or other measures as may be necessary to give effect to the rights recognized in the present Covenant [ ]

General Comment 3

(Adopted by the Human Rights Committee at the Thirteenth Session, 1981)

Article 2: Implementation at the national level

[ ]

2. [ ] It is very important that individuals should know what their rights under the Covenant (and the Optional Protocol, as the case may be) are and also that all administrative and judicial authorities should be aware of the obligations which the State party has assumed under the Covenant. To this end, the Covenant should be publicized in all official languages of the State and steps should be taken to familiarize the authorities concerned with its contents as part of their training. [ ]

Part II

OTHER INTERNATIONAL INSTRUMENTS

A. INTERNATIONAL HUMAN RIGHTS LAW

1. UNITED NATIONS

a. *Treaties*

(1) International Convention on the Elimination of All Forms of Racial Discrimination

(*Adopted and opened to signature and ratification by General Assembly resolution 2106 A(XX), 21 December 1965. Entry into force January 1969, ratified by 150 States as of 1 January 1998*)

Article 2

1. States Parties condemn racial discrimination and undertake to pursue by all appropriate means and without delay a policy of eliminating racial discrimination in all its forms and promoting understanding among all races and, to this end:

[. . .];

(*e*) Each State Party undertakes to encourage, where appropriate, integrationist multiracial organizations and movements and other means of eliminating barriers between races, and to discourage anything which tends to strengthen racial division.

[. . .].

Article 7

States Parties undertake to adopt immediate and effective measures, particularly in the fields of teaching, education, culture and information, with

a view to combating prejudices which lead to racial discrimination and to promoting understanding, tolerance and friendship among nations and racial or ethnical groups, as well as to propagating the purposes and principles of the Charter of the United Nations, the Universal Declaration of Human Rights, the United Nations Declaration on the Elimination of All Forms of Racial Discrimination, and this Convention.

General Recommendation V

(Adopted by the Committee on the Elimination of Racial Discrimination at the Fifteenth session, 1977)

The Committee on the Elimination of Racial Discrimination,

Bearing in mind the provisions of articles 7 and 9 of the International Convention on the Elimination of All Forms of Racial Discrimination,

Convinced that combating prejudices which lead to racial discrimination, promoting understanding, tolerance and friendship among racial and ethnic groups, and propagating the principles and purposes of the Charter of the United Nations and of the human rights declarations and other relevant instruments adopted by the General Assembly of the United Nations, are important and effective means of eliminating racial discrimination,

Considering that the obligations under article 7 of the Convention, which are binding on all States parties, must be fulfilled by them, including States which declare that racial discrimination is not practiced on the territories under their jurisdiction, and that therefore all States parties are required to include information on their implementation of the provisions of that article in the reports they submit in accordance with article 9, paragraph 1, of the Convention,

Noting with regret that few States parties have included, in the reports they have submitted in accordance with article 9 of the Convention, information on the measures which they have adopted and which give effect to the provisions of article 7 of the Convention, and that information has often been general and perfunctory,

Recalling that, in accordance with article 9, paragraph 1, of the Convention, the Committee may request further information from the States parties,

1. *Requests* every State party which has not already done so to include—in the next report it will submit in accordance with article 9 of the Convention, or in a special report before its next periodic report becomes

due—adequate information on the measures which it has adopted and which give effect to the provisions of article 7 of the Convention;

2. *Invites* the attention of States parties to the fact that, in accordance with article 7 of the Convention, the information to which the preceding paragraph refers should include information on the "immediate and effective measures" which they have adopted, "in the fields of teaching, education, culture and information", with a view to:

(*a*) "combating prejudices which lead to racial discrimination";

(*b*) "Promoting understanding, tolerance and friendship among nations and racial or ethnical groups";

(*c*) "Propagating the purposes and principles of the Charter of the United Nations, the Universal Declaration of Human Rights, the United Nations Declaration on the Elimination of All Forms of Racial Discrimination" as well as the International Convention on the Elimination of All Forms of Racial Discrimination.

General Recommendation XIII *on the training of law enforcement officials in the protection of human rights*

(Adopted by the Committee on the Elimination of Racial Discrimination at the Forty-second session, 1993)

1. In accordance with article 2, paragraph 1, of the International Convention on the Elimination of All Forms of Racial Discrimination, States parties have undertaken that all public authorities and public institutions, national and local, will not engage in any practice of racial discrimination; further, States parties have undertaken to guarantee the rights listed in article 5 of the Convention to everyone without distinction as to race, colour or national or ethnic origin.

2. The fulfilment of these obligations very much depends upon national law enforcement officials who exercise police powers, especially the powers of detention or arrest, and upon whether they are properly informed about the obligations their State has entered into under the Convention. Law enforcement officials should receive intensive training to ensure that in the performance of their duties they respect as well as protect human dignity and maintain and uphold the human rights of all persons without distinction as to race, colour or national or ethnic origin.

3. In the implementation of article 7 of the Convention, the Committee calls upon States parties to review and improve the training of law enforcement officials so that the standards of the Convention as well as the

Code of Conduct for Law Enforcement Officials (1979) are fully implemented. They should also include respective information thereupon in their periodic reports.

(2) Convention on the Elimination of All Forms of Discrimination against Women

(Adopted and opened to signature, ratification and accession by General Assembly resolution 34/180, 18 December 1979. Entry into force in September 1981, ratified by 161 States as of 1 January 1998)

Article 2

States Parties condemn discrimination against women in all its forms, agree to pursue by all appropriate means and without delay a policy of eliminating discrimination against women, and, to this end, undertake:

(*a*) To embody the principle of the equality of men and women in their national constitutions or other appropriate legislation if not yet incorporated therein and to ensure, through law and other appropriate means, the practical realization of this principle;

[ ];

(*f*) To take all appropriate measures, including legislation, to modify or abolish existing laws, regulations, customs and practices which constitute discrimination against women;

[ ]

Article 10

States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on the basis of equality of men and women:

[ ];

(*c*) The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods;

[ ]

General Recommendation No. 3

(Adopted by the Committee on the Elimination of Discrimination against Women at the Sixth session, 1987)

The Committee on the Elimination of Discrimination against Women,

Considering that the Committee on the Elimination of Discrimination against Women has considered 34 reports from States parties since 1983,

Further considering that, although the reports have come from States with different levels of development, they present features in varying degrees showing the existence of stereotyped conceptions of women, owing to socio-cultural factors, that perpetuate discrimination based on sex and hinder the implementation of article 5 of the Convention,

Urges all States parties effectively to adopt education and public information programmes, which will help eliminate prejudices and current practices that hinder the full operation of the principle of the social equality of women.

General Recommendation No. 6 on effective national machinery and publicity

(Adopted by the Committee on the Elimination of Discrimination against Women at the Seventh session, 1988)

The Committee on the Elimination of Discrimination against Women,

Having considered the reports of States parties to the Convention on the Elimination of All Forms of Discrimination against Women,

Noting United Nations General Assembly resolution 42/60 of 30 November 1987,

Recommends that States parties:

1. Establish and/or strengthen effective national machinery, institutions and procedures, at a high level of Government, and with adequate resources, commitment and authority to:

(*a*) Advise on the impact on women of all government policies;

(*b*) Monitor the situation of women comprehensively;

(*c*) Help formulate new policies and effectively carry out strategies and measures to eliminate discrimination;

2. Take appropriate steps to ensure the dissemination of the Convention, the reports of the States parties under article 18 and the reports of the Committee in the language of the States concerned;

3. Seek the assistance of the Secretary-General and the Department of Public Information in providing translations of the Convention and the reports of the Committee;

4. Include in their initial and periodic reports the action taken in respect of this recommendation.

(3) Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment

(Adopted and opened for signature, ratification and accession by General Assembly resolution 39/46, 10 December 1984. Entry into force in June 1987, ratified by 105 States as of 1 January 1998)

Article 2

1. Each State Party shall take effective legislative, administrative, judicial or other measures to prevent acts of torture in any territory under its jurisdiction.

[ ]

Article 10

1. Each State Party shall ensure that education and information regarding the prohibition against torture are fully included in the training of law enforcement personnel, civil or military, medical personnel, public officials and other persons who may be involved in the custody, interrogation or treatment of any individual subjected to any form of arrest, detention or imprisonment.

2. Each State Party shall include this prohibition in the rules or instructions issued in regard to the duties and functions of any such person.

(4) Convention on the Rights of the Child

(Adopted and opened to signature, ratification and accession by General Assembly resolution 44/25, 20 November 1989. Entry into force in September 1990; ratified by 190 States as of 1 January 1998)

Article 4

States Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention. With regard to economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international co-operation.

Article 17

States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health. To this end, States Parties shall:

(*a*) Encourage mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29;

(*b*) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;

[. . .]

Article 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

[ ]

Article 29

1. States Parties agree that the education of the child shall be directed to:

(a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;

(b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;

(c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate and for civilizations different from his or her own;

(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;

(e) The development of respect for the natural environment.

[...]

General guidelines regarding the form and contents of reports to be submitted by States parties under Article 44, paragraph 1 (b), of the Convention (CRC/C/58)

[...]

22. In addition, States are requested to describe the measures that have been taken or are foreseen, pursuant to article 42 of the Convention, to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike. In this regard, reports should also indicate:

- The extent to which the Convention has been translated into the national, local, minority or indigenous languages. In this connection, an indication should be given of the number of languages into which the Convention has been translated and the number of copies translated into the minority languages during the reporting period;
- Whether the Convention has been translated and has been made available in the languages spoken by the larger refugee and immigrant groups in the country concerned.

[...]

The measures adopted to publicize the Convention and create widespread awareness of its principles and provisions. In this connection, an indication should be given of the number of meetings (such as parliamentary or governmental conferences, workshops, seminars) held, the number of programmes broadcast on radio or television and the number of publications issued explaining the convention on the Rights of the Child during the reporting period;

The specific steps taken to make the Convention widely known to children and the extent to which it has been reflected in the school curricula and considered in parents' education campaigns. An indication should be given of the number of copies of the Convention distributed in the educational system and to the public at large during the reporting period;

The measures adopted to provide education on the Convention to public officials, as well as to train professional groups working with and for children, such as teachers, law enforcement officials, including police, immigration officers, judges, prosecutors, lawyers, defense forces, medical doctors, health workers and social workers;

The extent to which the principles and provisions of the Convention have been incorporated in professional training curricula and codes of conduct or regulations;

The steps taken to promote understanding of the principles and provisions of the Convention by the mass media and by information and publishing agencies;

The involvement of non-governmental organizations in awareness and advocacy campaigns on the Convention, as well as any support provided to them. In this connection, an indication should be given of the number of non-governmental organizations who participated in such events during the reporting period;

The participation of children in any of these activities.

23. States are also requested to describe the measures undertaken or foreseen, pursuant to article 44, paragraph 6, to make their reports widely available to the public at large in their own countries. In this regard, please indicate:

The process of preparation of the present report, in particular the extent to which governmental departments, at the central, regional and local levels, and where appropriate, at the federal and provincial levels, participated, and non-governmental organizations were involved. An indication should also be given of the number of non-governmental organizations which participated in the preparation of the report.

The steps taken to publicize the report, to translate and disseminate it in the national, local, minority in indigenous languages. An indication should be given of the number of meetings (such as parliamentary and governmental conferences, workshops, seminars) held, the number of programmes broadcast on radio or television, the number of publications issued explaining the report and the number of non-governmental organizations which participated in such events during the reporting period;

The measures adopted or foreseen to ensure wide dissemination and consideration of the summary records and the concluding observations adopted by the Committee in relation to the State party's report, including any parliamentary hearing or media coverage. Please indicate the events undertaken to publicize the concluding observations and summary records of the previous report, including the number of meetings (such as parliamentary or governmental conferences, workshops, seminars) held, the number of programmes broadcast on radio or television, the number of publications issued explaining the concluding observations and summary records, and the number of non-governmental organizations which participated in such events during the reporting period.

(5) International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families

(Adopted by General Assembly resolution 45/158 of 18 December 1990 – not in force as of 1st January 1998)

Article 65

1. States Parties shall maintain appropriate services to deal with questions concerning international migration of workers and members of their families. Their functions shall include, *inter alia*:

[...]

(*c*) The provision of appropriate information, particularly to employers, workers and their organizations on policies, laws and regulations relating to migration and employment, on agreements concluded with other States concerning migration and on other relevant matters;

(*d*) The provision of information and appropriate assistance to migrant workers and members of their families regarding requisite authorizations and formalities and arrangements for departure, travel, arrival, stay, remunerated activities, exit and return, as well as on conditions of work and life in the

State of employment and on customs, currency, tax and other relevant laws and regulations.

2. States Parties shall facilitate, as appropriate, the provision of adequate consular and other services that are necessary to meet the social, cultural and other needs of migrant workers and members of their families.

b. *Declarations, Recommendations and Other Instruments*

(1) Declaration of the Rights of the Child

(Proclaimed by General Assembly resolution 1386 (XIV), 20 November 1959)

Principle 7

The child is entitled to receive education, which shall be free and compulsory, at least in the elementary stages. He shall be given an education which will promote his general culture and enable him, on a basis of equal opportunity, to develop his abilities, his individual judgement, and his sense of moral and social responsibility, and to become a useful member of society.

[ ]

Principle 10

The child shall be protected from practices which may foster racial, religious and any other form of discrimination. He shall be brought up in a spirit of understanding, tolerance, friendship among peoples, peace and universal brotherhood, and in full consciousness that his energy and talents should be devoted to the service of his fellow men.

(2) United Nations Declaration on the Elimination of All Forms of Racial Discrimination

(Proclaimed by General Assembly resolution 1904 (XVIII), 20 November 1963)

Article 8

All effective steps shall be taken immediately in the fields of teaching, education and information, with a view to eliminating racial discrimination and prejudice and promoting understanding, tolerance and friendship among

nations and racial groups, as well as to propagating the purposes and principles of the Charter of the United Nations, of the Universal Declaration of Human Rights, and of the Declaration on the Granting of Independence to Colonial Countries and Peoples.

(3) United Nations Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding Between Peoples

(Proclaimed by General Assembly resolution 2037 (XX), 7 December 1965)

The General Assembly,

Recalling that under the terms of the Charter of the United Nations the peoples have declared themselves determined to save succeeding generations from the scourge of war,

Recalling further that in the Charter the United Nations has affirmed its faith in fundamental human rights, in the dignity of the human person and in the equal rights of men and nations,

Reaffirming the principles embodied in the Universal Declaration of Human Rights, the Declaration on the Granting of Independence to Colonial Countries and Peoples, the United Nations Declaration on the Elimination of All Forms of Racial Discrimination, General Assembly resolution 110 (II) of 3 November 1947 condemning all forms of propaganda designed or likely to provoke or encourage any threat to the peace, the Declaration of the Rights of the Child, and General Assembly resolution 1572 (XV) of 18 December 1960, which have a particular bearing upon the upbringing of young people in a spirit of peace, mutual respect and understanding among peoples,

Recalling that the purpose of the United Nations Educational, Scientific and Cultural Organization is to contribute to peace and security by promoting collaboration among nations through education, science and culture, and recognizing the role and contributions of that organization towards the education of young people in the spirit of international understanding, cooperation and peace,

Taking into consideration the fact that in the conflagrations which have afflicted mankind it is the young people who have had to suffer most and who have had the greatest number of victims,

Convinced that young people wish to have an assured future and that peace, freedom and justice are among the chief guarantees that their desire for happiness will be fulfilled,

Bearing in mind the important part being played by young people in every field of human endeavour and the fact that they are destined to guide the fortunes of mankind,

Bearing in mind furthermore that, in this age of great scientific, technological and cultural achievements, the energies, enthusiasm and creative abilities of the young should be devoted to the material and spiritual advancement of all peoples,

Convinced that the young should know, respect and develop the cultural heritage of their own country and that of all mankind,

Convinced furthermore that the education of the young and exchanges of young people and of ideas in a spirit of peace, mutual respect and understanding between peoples can help to improve international relations and to strengthen peace and security,

Proclaims this Declaration on the promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples and calls upon Governments, non-governmental organizations and youth movements to recognize the principles set forth therein and to ensure their observance by means of appropriate measures

Principle I

Young people shall be brought up in the spirit of peace, justice, freedom, mutual respect and understanding in order to promote equal rights for all human beings and all nations, economic and social progress, disarmament and the maintenance of international peace and security.

Principle II

All means of education, including as of major importance the guidance given by parents or family, instruction and information intended for the young should foster among them the ideals of peace, humanity, liberty and international solidarity and all other ideals which help to bring peoples closer together, and acquaint them with the role entrusted to the United Nations as a

means of preserving and maintaining peace and promoting international understanding and cooperation.

Principle III

Young people shall be brought up in the knowledge of the dignity and equality of all men, without distinction as to race, colour, ethnic origins or beliefs, and in respect for fundamental human rights and for the right of peoples to self-determination.

Principle IV

Exchanges, travels, tourism, meetings, the study of foreign languages, the twinning of towns and universities without discrimination and similar activities should be encouraged and facilitated among young people of all countries in order to bring them together in educational, cultural and sporting activities in the spirit of this Declaration.

Principle V

National and international associations of young people should be encouraged to promote the purposes of the United Nations, particularly international peace and security, friendly relations among nations based on respect for the equal sovereignty of States, the final abolition of colonialism and of racial discrimination and other violations of human rights.

Youth organizations in accordance with this Declaration should take all appropriate measures within their respective fields of activity in order to make their contribution without any discrimination to the work of educating the young generation in accordance with these ideals.

Such organizations, in conformity with the principle of freedom of association, should promote the free exchange of ideas in the spirit of the principles of this Declaration and of the purposes of the United Nations set forth in the Charter.

All youth organizations should conform to the principles set forth in this Declaration.

Principle VI

A major aim in educating the young shall be to develop all their faculties and to train them to acquire higher moral qualities, to be deeply attached to the noble ideals of peace, liberty, the dignity and equality of all men, and imbued with respect and love for humanity and its creative achievements. To this end the family has an important role to play.

Young people must become conscious of their responsibilities in the world they will be called upon to manage and should be inspired with confidence in a future of happiness for mankind.

(4) Declaration on the Elimination of Discrimination against Women

(Proclaimed by General Assembly resolution 2263 (XXII), 7 November 1967)

Article 3

All appropriate measures shall be taken to educate public opinion and to direct national aspirations towards the eradication of prejudice and the abolition of customary and all other practices which are based on the idea of the inferiority of women.

(5) Final Act of the International Conference on Human Rights

(Adopted by the International Conference on Human Rights at Teheran, 13 May 1968)

(*a*) The Proclamation of Teheran

(Proclaimed by the International Conference on Human Rights at Teheran, 13 May 1968)

1. It is imperative that the members of the international community fulfil their solemn obligations to promote and encourage respect for human rights and fundamental freedoms for all without distinctions of any kind such as race, colour, sex, language, religion, political or other opinions;

[. . .].

(*b*) **Resolutions Adopted at the Conference**

Resolution No. XX. Education of Youth in the Respect for Human Rights and Fundamental Freedoms

(Adopted on the report of the Second Committee, 12 May 1968)

The International Conference on Human Rights,

Considering that the promotion, respect and development of human rights and fundamental freedoms are a significant aspiration for the contemporary world, the fulfilment of which implies changes in ways of thinking, the outlook of peoples and the stand they take towards the right of man,

Recalling that, in the Charter, the United Nations has affirmed its faith in fundamental human rights, in the dignity of the human person and in equal rights for men and nations,

Reaffirming the principles embodied in the Universal Declaration of Human Rights and other international instruments of the United Nations and other competent institutions working for the rights of man,

Considering that the Universal Declaration was adopted in 1948 by the Member States represented at that time in the United Nations General Assembly and that eighteen years later the Covenant on Civil and Political Rights and the Covenant on Economic, Social and Cultural Rights, which embody the principles of the Universal Declaration, were also adopted unanimously by a General Assembly with more than twice the membership of that of 1948,

Realizing, therefore that the principles set forth in the Universal Declaration of Human Rights represent ethics common to all members of the international community,

Taking into consideration that it is the hope of humanity that there should be in the future a world in which there does not exist any transgression of human rights and fundamental freedoms and that to that end it is imperative to implant in the consciousness of youth lofty ideals of human dignity and of equal rights for all persons without any discrimination,

Recalling the principles embodied in the United Nations Declaration on the Promotion among Youth the Ideals of Peace, Mutual Respect and Understanding between Peoples, and noting with satisfaction that UNESCO and other specialized agencies have been engaged in joint efforts to implement this Declaration,

Taking into consideration that youth is particularly sensitive to any infringement of human rights and appreciating its vocation and its legitimate desire to be useful to society and to have its full share in the accomplishment of the major humanitarian demands of our century, the fulfilment of which constitutes a primary condition for its happiness and for human progress in general,

Bearing in mind that nowadays, within the process of social, economic and spiritual renewal in which humanity is engaged, the enthusiasm and the creative spirit of youth must be dedicated to eliminating any kind of violation of human rights,

Convinced that youth must know, respect and develop all the good that humanity has achieved so far to reinforce respect for human personality,

Convinced furthermore that States, international organizations, youth organizations and society in general should undertake continuous and permanent efforts in order to educate youth in the spirit of the most noble ideals of humanity,

1. *Calls upon* States to ensure that all means of education should be employed so that youth grows up and develops in a spirit of respect for human dignity and for equal rights of all men and all peoples without discrimination as to race, colour, language, sex or faith;

2. *Calls upon* States to take all appropriate measures to prepare youth for social life, to stimulate its interest in the problems of the changing world and to secure for it an ever-growing and active share in the life and in the development of society;

3. *Calls upon* States to engage in directing wherever possible and encouraging information media, in order that youth may learn of the aspirations of the world of today and learn to appreciate human values and to understand other peoples and in order to strengthen its resolve to fight for the promotion of moral and spiritual health of society;

4. *Calls upon* States to promote among youth a broad dissemination of ideals and knowledge, based on objective information and free discussion, as an essential prerequisite for enhancing respect for the dignity of man and the variety of human culture;

5. *Recommends* the fulfilment of initiatives designed to promote amongst youth the most noble ideals of humanity by means of practical programmes instituted by States, the United Nations, its specialized agencies and especially UNESCO, and by youth organizations;

6. *Invites* UNESCO to develop its programmes aimed at making children aware, from the time they start school, of respect for the dignity and rights of man and at making the principles of the Universal Declaration prevail at all levels of education, particularly in institutions of higher learning where the future cadres are trained;

7. *Recommends* that youth organizations should pay special attention to international gatherings and exchanges which should lead to better knowledge and better exchanges of views among the young in order to arouse in them an active interest in the cause of human rights and fundamental freedoms;

8. *Recommends* that the functional organs of the United Nations and of the specialized agencies concerned should start a detailed examination and study of the questions of the education of youth all over the world for the development of its personality and strengthening of its respect for the rights of man and fundamental freedoms;

9. *Requests* the Secretary-General of the United Nations to organize from time to time an exchange of information on the action taken by the different States in order to ensure that youth is educated and brought up in a spirit of respect for human rights everywhere, so that youth can freely direct its destiny;

10. *Suggests* that the Secretary-General should plan a series of biennial seminars for youth, under the programme of Advisory Services in the field of human rights, on subjects of special concern to youth.

Resolution No. XXV. Publicity for the Universal Declaration of Human Rights

(Adopted on the report of the Second Committee, 13 May 1968)

The International Conference on Human Rights,

Recognizing that in order to make effective use of human rights, everyone must understand the nature of these rights and his responsibility to exercise and defend them in fulfilment of the dignity of man;

Believing that activities inspired by Human Rights Year, especially at the national and local levels, have opened the way for wider efforts to achieve the objectives set forth in the Universal Declaration of Human Rights,

Appreciating also the many affirmations of freedom and justice which have become the precious heritage of nations, and continue an inspiration to their peoples,

1. *Urges* every Government to make the Universal Declaration of Human Rights available to its citizens, together with the great national documents of freedom which have meaning in its own history and present experience;

2. *Invites* the Secretary-General of the United Nations to continue to keep Members informed of the many languages in which the Universal Declaration is available, and to provide translations into additional languages if needed;

3. *Invites* UNESCO to consider the possibility, as part of its programme for advancing human rights, of publishing a list of official texts and relevant materials, including radio programmes, records, tapes and other items which are suitable for use by those who are not yet literate and which are available from the United Nations and the specialized agencies so that libraries and reference centres might keep them on hand for writers, teachers, organizations and others interested in promoting the objectives of the Universal Declaration of Human Rights;

4. *Suggests* that the Commission on Human Rights invite Governments to include in their periodic reports on human rights information on the dissemination of the Universal Declaration in their countries.

(6) Declaration on Social Progress and Development

(Proclaimed by General Assembly resolution 2542 (XXIV), 11 December 1969)

PART II. OBJECTIVES

[...]

Social progress and development shall aim equally at the progressive attainment of the following main goals:

Article 11

[. .]

(*d*) The education of youth in, and promotion among them of, the ideals of justice and peace, mutual respect and understanding among peoples, the promotion of full participation of youth in the process of national development;

[. .]

PART III. MEANS AND METHODS

On the basis of the principles set forth in this Declaration, the achievement of the objectives of social progress and development requires the mobilization of the necessary resources by national and international action, with particular attention to such means and methods as:

Article 15

[. .]

(*c*) Mobilization of public opinion, at both national and international levels, in support of the principles and objectives of social progress and development;

[. .]

(7) **Declaration on the Rights of Disabled Persons**

(Proclaimed by General Assembly resolution 3447 (XXX), 9 December 1975)

[. .]

13. Disabled persons, their families and communities shall be fully informed, by all appropriate means, of the rights contained in this Declaration.

(8) **Declaration on the Elimination of All Forms of Intolerance and of Discrimination Based on Religion or Belief**

(Proclaimed by General Assembly resolution 36/55, 25 November 1981)

Article 4

All States shall take effective measures to revise governmental and other public policies and to rescind laws and regulations which have the effect of creating and perpetuating racial discrimination wherever it still exists. They should pass legislation for prohibiting such discrimination and should take all appropriate measures to combat those prejudices which lead to racial discrimination.

Article 5

[...]

3. The child shall be protected from any form of discrimination on the ground of religion or belief. He shall be brought up in a spirit of understanding, tolerance, friendship among peoples, peace and universal brotherhood, respect for freedom of religion or belief of others, and in full consciousness that his energy and talents should be devoted to the service of fellow men.

[...]

(9) Declaration on the Right to Development

(Adopted by General Assembly resolution 41/128, 4 December 1986)

Article 3

[...]

3. States have the duty to co-operate with each other in ensuring development and eliminating obstacles to development. States should realize their rights and fulfil their duties in such a manner as to promote a new international economic order based on sovereign equality, interdependence, mutual interest and co-operation among all States, as well as to encourage the observance and realization of human rights.

[...]

Article 6

1. All States should co-operate with a view to promoting, encouraging and strengthening universal respect for and observance of all human rights and fundamental freedoms for all without any distinction as to race, sex, language or religion.

2. All human rights and fundamental freedoms are indivisible and interdependent; equal attention and urgent consideration should be given to the implementation, promotion and protection of civil, political, economic, social and cultural rights.

[ ]

(10) Development of Public Information Activities in the Field of Human Rights

(Adopted by General Assembly resolution 43/128, 8 December 1988)

The General Assembly,

Reaffirming that activities to improve public knowledge in the field of human rights are essential to the fulfilment of the purposes of the United Nations set out in Article 1, paragraph 3, of the Charter of the United Nations and that carefully designed programmes of teaching, education and information are essential to the achievement of lasting respect for human rights and fundamental freedoms,

Recalling the relevant resolutions on this subject, in particular its resolution 42/118 of 7 December 1987, and taking note of Commission on Human Rights resolution 1988/74 of 10 March 1988,

Recognizing the catalytic effect of United Nations initiatives on national and regional public information activities in the field of human rights,

Recognizing also the valuable role that non-governmental organizations can play in these endeavours,

Emphasizing the importance of adherence by all Governments to the principles contained in the Universal Declaration of Human Rights and believing that the fortieth anniversary of its adoption has provided a focus and renewed impetus to the promotional activities of the United Nations system in the field of human rights,

Believing that a world public information campaign on human rights would be a valuable complement to the activities of the United Nations further to promote and to protect human rights worldwide,

1. *Takes note* of the reports of the Secretary-General on the development of public information activities in the field of human rights and on the advisability of launching, within existing resources, a world public information campaign on human rights;

2. *Reaffirms* the need for information materials on human rights to be carefully designed in clear and accessible form, to be tailored to regional and national requirements and circumstances with specific target audiences in mind and to be effectively disseminated in national and local languages and in sufficient volume to have the desired impact, and for effective use also to be made of the mass media, in particular radio and television and audio-visual technologies, in order to reach wider audiences, with priority being given to children, young people and the disadvantaged, including those in isolated areas;

3. *Appreciates* the measures taken during 1988 by the Secretariat, through the Centre for Human Rights and the Department of Public Information:

(*a*) To update, increase stocks and extend the language versions of human rights information materials, especially those on the basic United Nations human rights instruments and institutions, and, in this regard, urges the Secretariat to take measures to ensure the further production and effective dissemination of such documents in national and local languages, in co-operation with regional, national and local organizations as well as with Governments, making full and effective use of the United Nations information centres, which have a key promotional role to play in the field of human rights at the regional and national levels;

(*b*) To establish in the Department of Public Information a new Dissemination Division, which is revising and computerizing the Secretariat's distribution methods so as to target specific audiences better, globally and regionally, and which will assist organizations, schools and non-governmental organizations to identify appropriate material for their use;

(c) To expand audio-visual activities in the field of human rights, and, in this regard, again requests the Secretary-General to explore the possibility of co-production arrangements for future audio-visual programmes so as to achieve maximum public impact at an economical cost;

4. *Encourages* all Member States, in particular in order to follow up the activities of the fortieth anniversary of the adoption of the Universal Declaration of Human Rights, to make special efforts to publicize and to facilitate and encourage publicity for the activities of the United Nations in the field of human rights, and to accord priority to the dissemination, in their respective national and local languages, of the Declaration, the International Covenants on Human Rights and other international conventions and to information and education on the practical ways in which the rights and freedoms enjoyed under these instruments can be exercised;

5. *Urges* all Member States to include in their educational curricula materials relevant to a comprehensive understanding of human rights issues and encourages all those responsible for training in law and its enforcement, the armed forces, medicine, diplomacy and other relevant fields to include appropriate human rights components in their programmes, and, to this end, requests the Secretary-General to draw the attention of Member States to the teaching booklet on human rights, which could serve as a broad and flexible framework adaptable to national circumstances for the structuring and development of human rights teaching;

6. *Notes* the special value, under the advisory services and technical assistance programme, of regional and national training courses and workshops, in co-operation with Governments, regional and national organizations and non-governmental organizations, in promoting practical education and awareness in the field of human rights, and welcomes the priority given to the organization of such activities by the Centre for Human Rights;

7. *Decides* to launch on 10 December 1988, the fortieth anniversary of the Universal Declaration of Human Rights, within existing resources, a World Public Information Campaign on Human Rights, under which the activities of the Organization in this field should be developed and strengthened in a global and practically oriented fashion, engaging the complementary activities of concerned bodies of the United Nations system, Member States and non-governmental organizations;

8. *Requests* the Secretary-General to ensure the fullest effective deployment of the skills and resources of all concerned units of the Secretariat and to make available, within the existing resources, and in particular from the budget of the Department of Public Information, adequate funding for developing practical and effective human rights information activities;

including those within the programme of the World Public Information Campaign on Human Rights;

9. *Calls upon* the Centre for Human Rights, which has primary responsibility within the United Nations system in the field of human rights, to co-ordinate the substantive activities of the World Campaign pursuant to the direction of the General Assembly and the Commission on Human Rights, and to serve as liaison with Governments, regional and national institutions, non-governmental organizations and concerned individuals in the development and implementation of the World Campaign's activities;

10. *Calls upon* the Department of Public Information, which has primary responsibility for public information activities, to coordinate the public information activities of the World Campaign and, in its responsibility as secretariat to the Joint United Nations Information Committee, to promote coordinated system-wide information activities in the field of human rights;

11. *Emphasizes* the need for the United Nations to harmonize its activities in the field of human rights with those of other organizations, including the International Committee of the Red Cross, with regard to the dissemination of information on international humanitarian law and, with regard to education for human rights, with the United Nations Educational, Scientific and Cultural Organization, which was requested by the General Assembly in its resolution 38/57 of 9 December 1983 to submit a report to the Assembly at its forty-third session on its human rights teaching and training programmes;

12. *Urges* all Member States that have not yet done so to nominate national focal points that could be supplied with copies of relevant human rights material and that might also serve as focal points of liaison with the United Nations in the development and implementation of the World Campaign, and requests the Secretary-General to publish the list of such points in his report to the General Assembly at its forty-fourth session on the implementation of the present resolution;

13. *Requests* the Secretary-General to submit to the Commission on Human Rights at its forty-fifth session a report on the current and proposed aims and activities of the World Campaign;

14. *Requests* the Commission on Human Rights, at its forty-fifth session, on the basis of the report of the Secretary-General, to give priority consideration to this question with a view to providing appropriate guidance on the aims and activities of the World Campaign;

15. *Also requests* the Secretary-General to submit to the General Assembly at its forty-fourth session a comprehensive report on the imple-

mentation of the present resolution for consideration under the item entitled "Alternative approaches and ways and means within the United Nations system for improving the effective enjoyment of human rights and fundamental freedoms".

(11) Basic Principles on the Use of Force and Firearms by Law Enforcement Officials

(Adopted by the Eighth UN Congress on the Prevention of Crime and the Treatment of Offenders, Havana, Cuba, 27 August to 7 September 1990)

[ ]

The Basic Principles set forth below, which have been formulated to assist Member States in their task of ensuring and promoting the proper role of law enforcement officials, should be taken into account and respected by Governments within the framework of their national legislation and practice, and be brought to the attention of law enforcement officials as well as other persons, such as judges, prosecutors, lawyers, members of the executive branch and the legislature, and the public.

(12) Basic Principles on the Role of Lawyers

(Adopted by the Eighth UN Congress on the Prevention of Crime and the Treatment of Offenders, Havana, Cuba, 27 August to 7 September 1990)

[ ]

The Basic Principles on the Role of Lawyers, set forth below, which have been formulated to assist Member States in their task of promoting and ensuring the proper role of lawyers, should be respected and taken into account by Governments within the framework of their national legislation and practice and should be brought to the attention of lawyers as well as other persons, such as judges, prosecutors, members of the executive and the legislature, and the public in general.

[ ]

4. Governments and professional associations of lawyers shall promote programmes to inform the public about their rights and duties under the law and the important role of lawyers in protecting their fundamental freedoms. Special attention should be given to assisting the poor and other disadvantaged persons so as to enable them to assert their rights and, where necessary, call upon the assistance of lawyers.

[...]

9. Governments, professional associations of lawyers and educational institutions shall ensure that lawyers have appropriate education and training and be made aware of the ideals and ethical duties of the lawyer and of human rights and fundamental freedoms recognized by national and international law.

(13) Guidelines on the Role of Prosecutors

(Adopted by the Eighth UN Congress on the Prevention of Crime and the Treatment of Offenders, Havana, Cuba, 27 August to 7 September 1990)

[...]

The Guidelines set forth below, which have been formulated to assist Member States in their task of securing and promoting the effectiveness, impartiality and fairness of prosecutors in criminal proceedings, should be respected and taken into account by Governments within the framework of their national legislation and practice, and should be brought to the attention of prosecutors, as well as other persons, such as judges, lawyers, members of the executive and the legislature and the public in general.

[...]

2. States shall ensure that:

[...]

(*b*) Prosecutors have appropriate education and training and should be made aware of the ideals and ethical duties of their office, of the constitutional and statutory protections for the rights of the suspect and the victim, and of human rights and fundamental freedoms recognized by national and international law.

(14) United Nations Guidelines for the Prevention of Juvenile Delinquency (The Riyadh Guidelines)

(Adopted and proclaimed by General Assembly resolution 45/112, 14 December 1990)

21. Education systems should, in addition to their academic and vocational training activities, devote particular attention to the following:

(*a*) Teaching of basic values and developing respect for the child's own cultural identity and patterns, for the social values of the country in which the child is living, for civilizations different from the child's own and for human rights and fundamental freedoms;

(*b*) Promotion and development of the personality, talents and mental and physical abilities of young people to their fullest potential;

(*c*) Involvement of young persons as active and effective participants in, rather than mere objects of, the educational process;

(*d*) Undertaking activities that foster a sense of identity with and of belonging to the school and the community;

(*e*) Encouragement of young persons to understand and respect diverse views and opinions, as well as cultural and other differences;

[ ]

23. Young persons and their families should be informed about the law and their rights and responsibilities under the law, as well as the universal value system, including United Nations instruments.

(15) United Nations Standard Minimum Rules for Non-custodial Measures (The Tokyo Rules)

(Adopted by General Assembly resolution 45/110, 14 December 1990)

VI. Staff 16. *Staff training*

16.1 The objective of training shall be to make clear to staff their responsibilities with regard to rehabilitating the offender, ensuring the offender's rights and protecting society. Training should also give staff an

understanding of the need to cooperate in and coordinate activities with the agencies concerned.

16.2 Before entering duty, staff shall be given training that includes instruction on the nature of non-custodial measures, the purposes of supervision and the various modalities of the application of non-custodial measures.

16.3 After entering duty, staff shall maintain and improve their knowledge and professional capacity by attending in-service training and refresher courses. Adequate facilities shall be made available for that purpose.

(16) Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities

(Adopted by General Assembly resolution 47/35, 18 December 1992)

Article 6

States should cooperate on questions relating to persons belonging to minorities, *inter alia*, exchanging information and experiences, in order to promote mutual understanding and confidence.

Article 7

States should cooperate in order to promote respect for the rights set forth in the present Declaration.

(17) Vienna Declaration and Programme of Action

(Adopted by the World Conference on Human Rights, Vienna, 25 June 1993)

Part I

33. The World Conference on Human Rights reaffirms that States are duty-bound, as stipulated in the Universal Declaration of Human Rights and the International Covenant on Economic, Social and Cultural Rights and in other international human rights instruments, to ensure that education is

aimed at strengthening the respect of human rights and fundamental freedoms. The World Conference on Human Rights emphasizes the importance of incorporating the subject of human rights education programmes and calls upon States to do so. Education should promote understanding, tolerance, peace and friendly relations between the nations and all racial or religious groups and encourage the development of United Nations activities in pursuance of these objectives. Therefore, education on human rights and the dissemination of proper information, both theoretical and practical, play an important role in the promotion and respect of human rights with regard to all individuals without distinction of any kind such as race, sex, language or religion, and this should be integrated in the education policies at the national as well as international levels. The World Conference on Human Rights notes that resource constraints and institutional inadequacies may impede the immediate realization of these objectives.

34. Increased efforts should be made to assist countries which so request to create the conditions whereby each individual can enjoy universal human rights and fundamental freedoms. Governments and the United Nations system as well as other multilateral organizations are urged to increase considerably the resources allocated to programmes aiming at the establishment and strengthening of national legislation, national institutions and related infrastructures which uphold the rule of law and democracy, electoral assistance, human rights awareness through training, teaching and education, popular participation and civil society.

[...]

Part II: D

78. The World Conference on Human Rights considers human rights education, training and public information essential for the promotion and achievement of stable and harmonious relations among communities and for fostering mutual understanding, tolerance and peace.

79. States should strive to eradicate illiteracy and should direct education towards the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. The World Conference on Human Rights calls on all States and institutions to include human rights, humanitarian law, democracy and rule of law as subjects in the curricula of all learning institutions in formal and non-formal settings.

80. Human rights education should include peace, democracy, development and social justice, as set forth in international and regional human

rights instruments, in order to achieve common understanding and awareness with a view to strengthening universal commitment to human rights.

81. Taking into account the World Plan of Action on Education for Human Rights and Democracy, adopted in March 1993 by the International Congress on Education for Human Rights and Democracy of the United Nations Educational, Scientific and Cultural Organization, and other human rights instruments, the World Conference on Human Rights recommends that States develop specific programmes and strategies for ensuring the widest human rights education and the dissemination of public information, taking particular account of the human rights needs of women.

82. Governments, with the assistance of intergovernmental organizations, national institutions and non-governmental organizations, should promote an increased awareness of human rights and mutual tolerance. The World Conference on Human Rights underlines the importance of strengthening the World Public Information Campaign for Human Rights carried out by the United Nations. They should initiate and support education in human rights and undertake effective dissemination of public information in this field. The advisory services and technical assistance programmes of the United Nations system should be able to respond immediately to requests from States for educational and training activities in the field of human rights as well as for special education concerning standards as contained in international human rights instruments and in humanitarian law and their application to special groups such as military forces, law enforcement personnel, police and the health profession. The proclamation of a United Nations decade for human rights education in order to promote, encourage and focus these educational activities should be considered.

(18) United Nations Declaration on the Elimination of Violence against Women

(Adopted by General Assembly resolution 48/104, 20 December 1993)

[ ]

Article 4

States should condemn violence against women and should not invoke any custom, tradition or religious consideration to avoid their obligations with respect to its elimination. States should pursue by all appropriate means

and without delay a policy of eliminating violence against women and, to this end, should:

[ ]

(*f*) Develop, in a comprehensive way, preventive approaches and all those measures of a legal, political, administrative and cultural nature that promote the protection of women against any form of violence, and ensure that the re-victimization of women does not occur because of laws insensitive to gender considerations, enforcement practices or other interventions;

[ ]

(*i*) Take measures to ensure that law enforcement officers and public officials responsible for implementing policies to prevent, investigate and punish violence against women receive training to sensitize them to the needs of women;

(*j*) Adopt all appropriate measures, especially in the field of education, to modify the social and cultural patterns of conduct of men and women and to eliminate prejudices, customary practices and all other practices based on the idea of the inferiority or superiority of either of the sexes and on stereotyped roles for men and women;

(*k*) Promote research, collect data and compile statistics, especially concerning domestic violence, relating to the prevalence of different forms of violence against women and encourage research on the causes, nature, seriousness and consequences of violence against women and on the effectiveness of measures implemented to prevent and redress violence against women; those statistics and findings of the research will be made public;

[ ]

[19] Declaration on the Right and Responsibility of Individuals, Groups and Organs of Society to Promote and Protect Universally Recognized Human Rights and Fundamental Freedoms

(Adopted by General Assembly resolution 53/144, 9 December 1998)

The General Assembly,

Reaffirming the importance of the observance of the purposes and principles of the Charter of the United Nations for the promotion and

protection of all human rights and fundamental freedoms for all persons in all countries of the world,

Reaffirming also the importance of the Universal Declaration of Human Rights and the International Covenants on Human Rights as basic elements of international efforts to promote universal respect for and observance of human rights and fundamental freedoms and the importance of other human rights instruments adopted within the United Nations system, as well as those at the regional level,

Stressing that all members of the international community shall fulfil, jointly and separately, their solemn obligation to promote and encourage respect for human rights and fundamental freedoms for all without distinction of any kind, including distinctions based on race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, and reaffirming the particular importance of achieving international cooperation to fulfil this obligation according to the Charter of the United Nations,

[. .]

Stressing that the primary responsibility and duty to promote and protect human rights and fundamental freedoms lie with the State,

Recognizing the right and the responsibility of individuals, groups and associations to promote respect for, and foster knowledge of, human rights and fundamental freedoms at the national and international levels,

Declares:

Article 1

Everyone has the right, individually and in association with others, to promote and to strive for the protection and realization of human rights and fundamental freedoms at the national and international levels.

Article 2

1. Each State has a prime responsibility and duty to promote and implement all human rights and fundamental freedoms, *inter alia*, by adopting such steps as may be necessary to create all conditions necessary in the social, economic, political as well as other fields and the legal guarantees

required to ensure that all persons under its jurisdiction, individually and in association with others, are able to enjoy all these rights and freedoms in practice.

2. Each State shall adopt such legislative, administrative and other steps as may be necessary to ensure that the rights and freedoms referred to in the present Declaration are effectively guaranteed.

Article 5

For the purpose of promoting and protecting human rights and fundamental freedoms, everyone has the right, individually and in association with others, at the national and international levels:

(*a*) To meet or assemble peacefully;

(*b*) To form, join and participate in non-governmental organizations, associations or groups;

(*c*) To communicate with non-governmental or intergovernmental organizations.

Article 6

Everyone has the right, individually and in association with others:

(*a*) To know, seek, obtain, receive and hold information about all human rights and fundamental freedoms, including having access to information as to how these rights and freedoms are given effect in domestic legislative, judicial or administrative systems;

(*b*) As provided in human rights and other applicable international instruments, freely to publish, impart or disseminate to others views, information and knowledge of all human rights and fundamental freedoms;

(*c*) To study, discuss, form and hold opinions on the observance, both in law and in practice, of all human rights and fundamental freedoms and, through these and other appropriate means, to draw public attention to those matters.

Article 7

Everyone has the right, individually and in association with others, to develop and discuss new human rights ideas and principles, and to advocate their acceptance.

Article 14

1. The State has the responsibility to take legislative, judicial, administrative or other appropriate measures to promote the understanding by all persons under its jurisdiction of their civil, political, economic, social and cultural rights.

2. Such measures shall include, *inter alia*:

(*a*) The publication and widespread availability of national laws and regulations and of applicable basic international human rights instruments;

(*b*) Full and equal access to international documents in the field of human rights, including the State's periodic reports to the bodies established by the international human rights treaties to which it is a party, as well as the summary records of discussions and the official reports of these bodies.

[. .]

Article 15

The State has the responsibility to promote and facilitate the teaching of human rights and fundamental freedoms at all levels of education, and to ensure that all those responsible for training lawyers, law enforcement officers, the personnel of the armed forces and public officials include appropriate elements of human rights teaching in their training programme.

Article 16

Individuals, non-governmental organizations and relevant institutions have an important role to play in contributing to making the public more aware of questions relating to all human rights and fundamental freedoms through activities such as education, training and research in these areas to strengthen further, *inter alia*, understanding, tolerance, peace and friendly relations among nations and among all racial and religious groups, bearing in mind the various backgrounds of the societies and communities in which they carry out their activities.

2. UNITED NATIONS SPECIALIZED AGENCIES

a. United Nations Educational, Scientific and Cultural Organization (UNESCO)

(1) *Treaties*

(a) UNESCO Constitution 1945

Adopted in London, United Kingdom, 16 November 1945

[ ] the States Parties to this Constitution, believing in full and equal opportunities for education for all, in the unrestricted pursuit of objective truth, and in the free exchange of ideas and knowledge, are agreed and determined to develop and to increase the means of communication between their peoples and to employ these means for the purposes of mutual understanding and a truer and more perfect knowledge of each other's lives.

[ ]

Article I. Purposes and functions

1. The purpose of the Organization is to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations.

2. To realize this purpose the Organization will:

(a) Collaborate in the work of advancing the mutual knowledge and understanding of peoples, through all means of mass communication and to that end recommend such international agreements as may be necessary to promote the free flow of ideas by work and image;

(b) Give fresh impulse to popular education and to the spread of culture;

[ ]

By collaborating with Members, at their request, in the development of educational activities;

By instituting collaboration among the nations to advance the ideal of equality of educational opportunity without regard to race, sex or any distinctions, economic or social;

By suggesting educational methods best suited to prepare the children of the world for the responsibilities of freedom;

[ ]

(b) Convention Against Discrimination in Education

(Adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organization, Paris, France, 14 December 1960. Entry into force May 1962, ratified by 87 States as of 1 January 1998)

Article 5

1. The States Parties to this Convention agree that:

(a) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms; it shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace;

[ ]

2. The States Parties to this Convention undertake to take all necessary measures to ensure the application of the principles enunciated in paragraph 1 of this article.

(2) *Declarations, Recommendations and Other Instruments*

(a) Recommendation Concerning the Status of Teachers

(Adopted by the Special Intergovernmental Conference on the Status of Teachers, Paris, France, 5 October 1966)

III. *Guiding principles*

3. Education from the earliest school years should be directed to the all-round development of the human personality and to the spiritual, moral, social, cultural and economic progress of the community, as well as to the inculcation of deep respect for human rights and fundamental freedoms; within the framework of these values the utmost importance should be attached to the contribution to be made by education to peace and to understanding, tolerance and friendship among all nations and among racial or religious groups.

(b) UNESCO Recommendation Concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms

(Adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organization, Paris, France, 19 November 1974)

The General Conference of the United Nations Educational, Scientific and Cultural Organization, meeting in Paris from 17 October to 23 November 1974, at its eighteenth session,

Mindful of the responsibility incumbent on States to achieve through education the aims set forth in the Charter of the United Nations, the Constitution of UNESCO, the Universal Declaration of Human Rights and the Geneva Conventions for the Protection of Victims of War of 12 August 1949, in order to promote international understanding, co-operation and peace and respect for human rights and fundamental freedoms,

Recalling the responsibility which is incumbent on UNESCO to encourage and support in Member States any activity designed to ensure the education of all for the advancement of justice, freedom, human rights and peace,

Noting nevertheless that the activity of UNESCO and of its Member States sometimes has an impact only on a small minority of the steadily growing numbers of schoolchildren, students, young people and adults continuing their education, and educators, and that the curricula and methods of international education are not always attuned to the needs and aspirations of the participating young people and adults,

Noting moreover that in a number of cases there is still a wide disparity between proclaimed ideals, declared intentions and the actual situation,

Having decided, at its seventeenth session, that this education should be the subject of a recommendation to Member States,

Adopts this nineteenth day of November 1974, the present recommendation.

The General Conference recommends that Member States should apply the following provisions by taking whatever legislative or other steps may be required in conformity with the constitutional practice of each State to give effect within their respective territories to the principles set forth in this recommendation.

The General Conference recommends that Member States bring this recommendation to the attention of the authorities, departments or bodies responsible for school education, higher education and out-of-school education, of the various organizations carrying out educational work among young people and adults such as student and youth movements, associations of pupils' parents, teachers' unions and other interested parties.

The General Conference recommends that Member States submit to it, by dates and in the form to be decided upon by the Conference, reports concerning the action taken by them in pursuance of this recommendation.

I. SIGNIFICANCE OF TERMS

1. For the purposes of this recommendation:

(*a*) The word 'education' implies the entire process of social life by means of which individuals and social groups learn to develop consciously within, and for the benefit of, the national and international communities, the whole of their personal capacities, attitudes, aptitudes and knowledge. This process is not limited to any specific activities.

(*b*) The terms 'international understanding', 'co-operation' and 'peace' are to be considered as an indivisible whole based on the principle of friendly relations between peoples and States having different social and political systems and on the respect for human rights and fundamental freedoms. In the text of this recommendation, the different connotations of these terms are sometimes gathered together in a concise expression, 'international education'.

(*c*) 'Human rights' and 'fundamental freedoms' are those defined in the United Nations Charter, the Universal Declaration of Human Rights and

(g) readiness on the part of the individual to participate in solving the problems of his community, his country and the world at large.

5. Combining learning, training, information and action, international education should further the appropriate intellectual and emotional development of the individual. It should develop a sense of social responsibility and of solidarity with less privileged groups and should lead to observance of the principles of equality in everyday conduct. It should also help to develop qualities, aptitudes and abilities which enable the individual to acquire a critical understanding of problems at the national and the international levels; to understand and explain facts, opinions and ideas; to work in a group; to accept and participate in free discussions; to observe the elementary rules of procedure applicable to any discussion; and to base value-judgements and decisions on a rational analysis of relevant facts and factors.

6. Education should stress the inadmissibility of recourse to war for purposes of expansion, aggression and domination, or to the use of force and violence for purposes of repression, and should bring every person to understand and assume his or her responsibilities for the maintenance of peace. It should contribute to international understanding and strengthening of world peace and to the activities in the struggle against colonialism and neo-colonialism in all their forms and manifestations, and against all forms and varieties of racialism, fascism and apartheid as well as other ideologies which breed national and racial hatred and which are contrary to the purposes of this recommendation.

IV. National policy, planning and administration

7. Each Member State should formulate and apply national policies aimed at increasing the efficacy of education in all its forms and strengthening its contribution to international understanding and co-operation, to the maintenance and development of a just peace, to the establishment of social justice, to respect for and application of human rights and fundamental freedoms, and to the eradication of the prejudices, misconceptions, inequalities and all forms of injustice which hinder the achievement of these aims.

8. Member States should in collaboration with the National Commissions take steps to ensure co-operation between ministries and departments and co-ordination of their efforts to plan and carry out concerted programmes of action in international education.

9. Member States should provide, consistent with their constitutional provisions, the financial, administrative, material and moral support necessary to implement this recommendation.

16. Student participation in the organization of studies and of the educational establishment they are attending should itself be considered a factor in civic education and an important element in international education.

Cultural aspects

17. Member States should promote, at various stages and in various types of education, study of different cultures, their reciprocal influences, their perspectives and ways of life, in order to encourage mutual appreciation of the differences between them. Such study should, among other things, give due importance to the teaching of foreign languages, civilizations and cultural heritage as a means of promoting international and inter-cultural understanding.

Study of the major problems of mankind

18. Education should be directed both towards the eradication of conditions which perpetuate and aggravate major problems affecting human survival and well-being—inequality, injustice, international relations based on the use of force—and towards measures of international co-operation likely to help solve them. Education which in this respect must necessarily be of an interdisciplinary nature should relate to such problems as:

(*a*) equality of rights of peoples and the right of peoples to self-determination;

(*b*) the maintenance of peace, different types of war and their causes and effects; disarmament; the inadmissibility of using science and technology for warlike purposes and their use for the purposes of peace and progress; the nature and effect of economic, cultural and political relations between countries and the importance of international law for these relations, particularly for the maintenance of peace;

(*c*) action to ensure the exercise and observance of human rights, including those of refugees; racialism and its eradication; the fight against discrimination in its various forms;

(*d*) economic growth and social development and their relation to social justice; colonialism and decolonization; ways and means of assisting developing countries; the struggle against illiteracy; the campaign against disease and famine; the fight for a better quality of life and the highest attainable standard of health; population growth and related questions;

(*e*) the use, management and conservation of natural resources; pollution of the environment;

(f) preservation of the cultural heritage of mankind;

(g) the role and methods of action of the United Nations system in efforts to solve such problems and possibilities for strengthening and furthering its action.

19. Steps should be taken to develop the study of those sciences and disciplines which are directly related to the exercise of the increasingly varied duties and responsibilities involved in international relations.

Other aspects

20. Member States should encourage educational authorities and educators to give education planned in accordance with this recommendation an interdisciplinary, problem-oriented content adapted to the complexity of the issues involved in the application of human rights and in international co-operation, and in itself illustrating the ideas of reciprocal influence, mutual support and solidarity. Such programmes should be based on adequate research, experimentation and the identification of specific educational objectives.

21. Member States should endeavour to ensure that international educational activity is granted special attention and resources when it is carried out in situations involving particularly delicate or explosive social problems in relations, for example, where there are obvious inequalities in opportunities for access to education.

VI. Action for international understanding

22. Increased efforts should be made to develop and infuse an international and inter-cultural dimension at all stages and in all forms of education.

23. Member States should take advantage of the experience of the Associated Schools which carry out, with UNESCO's help, programmes of international education. Those concerned with Associated Schools in Member States should strengthen and renew their efforts to extend the programme to other educational institutions and work towards the general application of its results. In other Member States, similar action should be undertaken as soon as possible. The experience of other educational institutions which have carried out successful programmes of international education should also be studied and disseminated.

24. As pre-school education develops, Member States should encourage in it activities which correspond to the purposes of the recommendation because fundamental attitudes, such as, for example, attitudes on race, are often formed in the pre-school years. In this respect, the attitude of parents should be deemed to be an essential factor for the education of children, and the adult education referred to in paragraph 30 should pay special attention to the preparation of parents for their role in pre-school education. The first school should be designed and organized as a social environment having its own character and value, in which various situations, including games, will enable children to become aware of their rights, to assert themselves freely while accepting their responsibilities, and to improve and extend through direct experience their sense of belonging to larger and larger communities—the family, the school, then the local, national and world communities.

25. Member States should urge the authorities concerned, as well as teachers and students, to re-examine periodically how post-secondary and university education should be improved so that it may contribute more fully to the attainment of the objectives of this recommendation.

26. Higher education should comprise civic training and learning activities for all students that will sharpen their knowledge of the major problems which they should help to solve, provide them with possibilities for direct and continuous action aimed at the solution of those problems, and improve their sense of international co-operation.

27. As post-secondary educational establishments, particularly universities, serve growing numbers of people, they should carry out programmes of international education as part of their broadened function in lifelong education and should in all teaching adopt a global approach. Using all means of communication available to them, they should provide opportunities, facilities for learning and activities adapted to people's real interests, problems and aspirations.

28. In order to develop the study and practice of international co-operation, post-secondary educational establishments should systematically take advantage of the forms of international action inherent in their role, such as visits from foreign professors and students and professional co-operation between professors and research teams in different countries. In particular, studies and experimental work should be carried out on the linguistic, social, emotional and cultural obstacles, tensions, attitudes and actions which affect both foreign students and host establishments.

29. Every stage of specialized vocational training should include training to enable students to understand their role and the role of their professions in developing their society, furthering international co-operation,

maintaining and developing peace, and to assume their role actively as early as possible.

30. Whatever the aims and forms of out-of-school education, including adult education, they should be based on the following considerations:

(a) As far as possible a global approach should be applied in all out-of-school education programmes, which should comprise the appropriate moral, civic, cultural, scientific and technical elements of international education.

(b) All the parties concerned should combine efforts to adapt and use the mass media of communication, self-education, and inter-active learning, and such institutions as museums and public libraries to convey relevant knowledge to the individual, to foster in him or her favourable attitudes and a willingness to take positive action, and to spread knowledge and understanding of the educational campaigns and programmes planned in accordance with the objectives of this recommendation.

(c) The parties concerned, whether public or private, should endeavour to take advantage of favourable situations and opportunities, such as the social and cultural activities of youth centres and clubs, cultural centres, community centres or trade unions, youth gatherings and festivals, sporting events, contacts with foreign visitors, students or immigrants and exchanges of persons in general.

31. Steps should be taken to assist the establishment and development of such organizations as student and teacher associations for the United Nations, international relations clubs and UNESCO Clubs, which should be associated with the preparation and implementation of co-ordinated programmes of international education.

32. Member States should endeavour to ensure that, at each stage of school and out-of-school education, activities directed towards the objectives of this recommendation be co-ordinated and form a coherent whole within the curricula for the different levels and types of education, learning and training. The principles of co-operation and association which are inherent in this recommendation should be applied in all educational activities.

VII. [illegible]

33. Member States should constantly improve the ways and means of preparing and certifying teachers and other educational personnel for their role in pursuing the objectives of this recommendation and should, to this end:

(a) [illegible]

(*a*) provide teachers with motivations for their subsequent work: commitment to the ethics of human rights and to the aim of changing society, so that human rights are applied in practice; a grasp of the fundamental unity of mankind; ability to instil appreciation of the riches which the diversity of cultures can bestow on every individual, group or nation;

(*b*) provide basic interdisciplinary knowledge of world problems and the problems of international co-operation, through, among other means, work to solve these problems;

(*c*) prepare teachers themselves to take an active part in devising programmes of international education and educational equipment and materials, taking into account the aspirations of pupils and working in close collaboration with them;

(*d*) comprise experiments in the use of active methods of education and training in at least elementary techniques of evaluation, particularly those applicable to the social behaviour and attitudes of children, adolescents and adults;

(*e*) develop aptitudes and skills such as a desire and ability to make educational innovations and to continue his or her training, experience in teamwork and in interdisciplinary studies, knowledge of group dynamics and the ability to create favourable opportunities and take advantage of them;

(*f*) include the study of experiments in international education, especially innovative experiments carried out in other countries, and provide those concerned, to the fullest possible extent, with opportunities for making direct contact with foreign teachers.

34. Member States should provide those concerned with direction, supervision or guidance—for instance, inspectors, educational advisers, principals of teacher-training colleges and organizers of educational activities for young people and adults—with training, information and advice enabling them to help teachers work towards the objectives of this recommendation, taking into account the aspirations of young people with regard to international problems and new educational methods that are likely to improve prospects for fulfilling these aspirations. For these purposes, seminars or refresher courses relating to international and inter-cultural education should be organized to bring together authorities and teachers; other seminars or courses might permit supervisory personnel and teachers to meet with other groups concerned such as parents, students, and teachers' associations. Since there must be a gradual but profound change in the role of education, the results of experiments for the remodelling of structures and hierarchical relations in educational establishments should be reflected in training, information and advice.

35. Member States should endeavour to ensure that any programme of further training for teachers in service or for personnel responsible for direction includes components of international education and opportunities to compare the results of their experiences in international education.

36. Member States should encourage and facilitate educational study and refresher courses abroad, particularly by awarding fellowships, and should encourage recognition of such courses as part of the regular process of initial training, appointment, refresher training and promotion of teachers.

37. Member States should organize or assist bilateral exchanges of teachers at all levels of education.

VIII. Educational equipment and material

38. Member States should increase their efforts to facilitate the renewal, production, dissemination and exchange of equipment and materials for international education, giving special consideration to the fact that in many countries pupils and students receive most of their knowledge about international affairs through the mass media outside the school. To meet the needs expressed by those concerned with international education, efforts should be concentrated on overcoming the lack of teaching aids and on improving their quality. Action should be on the following lines:

(*a*) appropriate and constructive use should be made of the entire range of equipment and aids available, from textbooks to television, and of the new educational technology;

(*b*) there should be a component of special mass media education in teaching to help the pupils to select and analyse the information conveyed by mass media;

(*c*) a global approach, comprising the introduction of international components, serving as a framework for presenting local and national aspects of different subjects and illustrating the scientific and cultural history of mankind, should be employed in textbooks and all other aids to learning, with due regard to the value of the visual arts and music as factors conducive to understanding between different cultures;

(*d*) written and audio-visual materials of an interdisciplinary nature illustrating the major problems confronting mankind and showing in each case the need for international co-operation and its practical form should be prepared in the language or languages of instruction of the country with the aid of information supplied by the United Nations, UNESCO and other Specialized Agencies;

(e) documents and other materials illustrating the culture and the way of life of each country, the chief problems with which it is faced, and its participation in activities of world-wide concern should be prepared and communicated to other countries.

39. Member States should promote appropriate measures to ensure that educational aids, especially textbooks, are free from elements liable to give rise to misunderstanding, mistrust, racialist reactions, contempt or hatred with regard to other groups or peoples. Materials should provide a broad background of knowledge which will help learners to evaluate information and ideas disseminated through the mass media that seem to run counter to the aims of this recommendation.

40. According to its needs and possibilities, each Member State should establish or help to establish one or more documentation centres offering written and audio-visual material devised according to the objectives of this recommendation and adapted to the different forms and stages of education. These centres should be designed to foster the reform of international education, especially by developing and disseminating innovative ideas and materials, and should also organize and facilitate exchanges of information with other countries.

IX. Research and experimentation

41. Member States should stimulate and support research on the foundations, guiding principles, means of implementation and effects of international education and on innovations and experimental activities in this field, such as those taking place in the Associated Schools. This action calls for collaboration by universities, research bodies and centres, teacher-training institutions, adult education training centres and appropriate non-governmental organizations.

42. Member States should take appropriate steps to ensure that teachers and the various authorities concerned build international education on a sound psychological and sociological basis by applying the results of research carried out in each country on the formation and development of favourable or unfavourable attitudes and behaviour, on attitude change, on the interaction of personality development and education and on the positive or negative effects of educational activity. A substantial part of this research should be devoted to the aspirations of young people concerning international problems and relations.

X. International co-operation

43. Member States should consider international co-operation a responsibility in developing international education. In the implementation of this recommendation they should refrain from intervening in matters which are essentially within the domestic jurisdiction of any State in accordance with the United Nations Charter. By their own actions, they should demonstrate that implementing this recommendation is itself an exercise in international understanding and co-operation. They should, for example, organize, or help the appropriate authorities and non-governmental organizations to organize, an increasing number of international meetings and study sessions on international education; strengthen their programmes for the reception of foreign students, research workers, teachers and educators belonging to workers' associations and adult education associations; promote reciprocal visits by schoolchildren, and student and teacher exchanges; extend and intensify exchanges of information on cultures and ways of life; arrange for the translation or adaptation and dissemination of information and suggestions coming from other countries.

44. Member States should encourage the co-operation between their Associated Schools and those of other countries with the help of UNESCO in order to promote mutual benefits by expanding their experiences in a wider international perspective.

45. Member States should encourage wider exchanges of textbooks, especially history and geography textbooks, and should, where appropriate, take measures, by concluding, if possible, bilateral and multilateral agreements, for the reciprocal study and revision of textbooks and other educational materials in order to ensure that they are accurate, balanced, up to date and unprejudiced and will enhance mutual knowledge and understanding between different peoples.

The foregoing is the authentic text of the Recommendation duly adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organization during its eighteenth session, which was held in Paris and declared closed the twenty-third day of November 1974.

(c) Declaration on Race and Racial Prejudice

(Adopted by the General Conference of United Nations Educational, Scientific and Cultural Organization, Paris, France, 27 November 1978)

Article 5

1. Culture, as a product of all human beings and a common heritage of mankind, and education in its broadest sense, offer men and women increasingly effective means of adaptation, enabling them not only to affirm that they are born equal in dignity and rights, but also to recognize that they should respect the right of all groups to their own cultural identity and the development of their distinctive cultural life within the national and international context, it being understood that it rests with each group to decide in complete freedom on the maintenance and, if appropriate, the adaptation or enrichment of the values which it regards as essential to its identity.

2. States, in accordance with their constitutional principles and procedures, as well as all other competent authorities and the entire teaching profession, have a responsibility to see that the educational resources of all countries are used to combat racism, more especially by ensuring that curricula and textbooks include scientific and ethical considerations concerning human unity and diversity and that no invidious distinctions are made with regard to any people, by training teachers to achieve these ends, by making the resources of the educational system available to all groups of the population without racial restriction or discrimination, and by taking appropriate steps to remedy the handicaps from which certain racial or ethnic groups suffer with regard to their level of education and standard of living and in particular to prevent such handicaps from being passed on to children.

3. The mass media and those who control or serve them, as well as all organized groups within national communities, are urged—with due regard to the principles embodied in the Universal Declaration of Human Rights, particularly the principle of freedom of expression—to promote understanding, tolerance and friendship among individuals and groups and to contribute to the eradication of racism, racial discrimination and racial prejudice, in particular by refraining from presenting a stereotyped, partial, unilateral or tendentious picture of individuals and of various human groups. Communication between racial and ethnic groups must be a reciprocal process, enabling them to express themselves and be fully heard without let or hindrance. The mass media should therefore be freely receptive to ideas of individuals and groups which facilitate such communication.

Article 6

1. The State has prime responsibility for ensuring human rights and fundamental freedoms on an entirely equal footing in dignity and rights for all individuals and all groups.

2. So far as its competence extends and in accordance with its constitutional principles and procedures, the State should take all appropriate steps, *inter alia* by legislation, particularly in the spheres of education, culture and communication, to prevent, prohibit and eradicate racism, racist propaganda, racial segregation and apartheid and to encourage the dissemination of knowledge and the findings of appropriate research in natural and social sciences on the causes and prevention of racial prejudice and racist attitudes, with due regard to the principles embodied in the Universal Declaration of Human Rights and in the International Covenant on Civil and Political Rights.

3. Since laws proscribing racial discrimination are not in themselves sufficient, it is also incumbent on States to supplement them by administrative machinery for the systematic investigation of instances of racial discrimination, by a comprehensive framework of legal remedies against acts of racial discrimination, by broadly based education and research programmes designed to combat racial prejudice and racial discrimination and by programmes of positive political, social, educational and cultural measures calculated to promote genuine mutual respect among groups. Where circumstances warrant, special programmes should be undertaken to promote the advancement of disadvantaged groups and, in the case of nationals, to ensure their effective participation in the decision-making processes of the community.

Article 8

1. Individuals, being entitled to an economic, social, cultural and legal order, on the national and international planes, such as to allow them to exercise all their capabilities on a basis of entire equality of rights and opportunities, have corresponding duties towards their fellows, towards the society in which they live and towards the international community. They are accordingly under an obligation to promote harmony among the peoples, to combat racism and racial prejudice and to assist by every means available to them in eradicating racial discrimination in all its forms.

[...]

(d) Declaration on Fundamental Principles Concerning the Contribution of the Mass Media to Strengthening Peace and International Understanding, to the Promotion of Human Rights and to Countering Racialism, Apartheid and Incitement to War

(Adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organization, Paris, France, 28 November 1978)

The General Conference,

Recalling that by virtue of its Constitution the purpose of UNESCO is to "contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms" (Art. I, 1), and that to realize this purpose the Organization will strive "to promote the free flow of ideas by word and image" (Art. I, 2),

Further recalling that under the Constitution the Member States of UNESCO, "believing in full and equal opportunities for education for all, in the unrestricted pursuit of objective truth, and in the free exchange of ideas and knowledge, are agreed and determined to develop and to increase the means of communication between their peoples and to employ these means for the purposes of mutual understanding and a truer and more perfect knowledge of each other's lives" (sixth preambular paragraph),

Recalling the purposes and principles of the United Nations, as specified in its Charter,

Recalling the Universal Declaration of Human Rights, adopted by the General Assembly of the United Nations in 1948 and particularly Article 19 thereof, which provides that "everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers", and the International Covenant on Civil and Political Rights, adopted by the General Assembly of the United Nations in 1966, Article 19 of which proclaims the same principles and Article 20 of which condemns incitement to war, the advocacy of national, racial or religious hatred and any form of discrimination, hostility or violence,

Recalling Article 4 of the International Convention on the Elimination of all Forms of Racial Discrimination, adopted by the General Assembly of the United Nations in 1965, and the International Convention on the Suppression and Punishment of the Crime of Apartheid, adopted by the General Assembly of the United Nations in 1973, whereby the States acceding to these Conventions undertook to adopt immediate and positive measures designed to eradicate all incitement to, or acts of, racial discrimination, and agreed to prevent any encouragement of the crime of apartheid and similar segregationist policies or their manifestations,

Recalling the Declaration on Race and Racial Prejudice adopted by the General Conference of UNESCO at its twentieth session,

Conscious of the complexity of the problems of information in modern society, of the diversity of solutions which have been offered to them, as evidenced in particular by the consideration given to them within UNESCO, and of the legitimate desire of all parties concerned that their aspirations, points of view and cultural identity be taken into due consideration,

Conscious of the aspirations of the developing countries for the establishment of a new, more just and more effective world information and communication order,

Proclaims on this twenty-eighth day of November 1978 this Declaration on Fundamental Principles concerning the Contribution of the Mass Media to Strengthening Peace and International Understanding, to the Promotion of Human Rights and to Countering Racialism, Apartheid and Incitement to War.

Article I

The strengthening of peace and international understanding, the promotion of human rights and the countering of racialism, apartheid and incitement to war demand a free flow and a wider and better balanced dissemination of information. To this end, the mass media have a leading contribution to make. This contribution will be the more effective to the extent that the information reflects the different aspects of the subject dealt with.

Article II

1. The exercise of freedom of opinion, expression and information, recognized as an integral part of human rights and fundamental freedoms, is a vital factor in the strengthening of peace and international understanding.

2. Access by the public to information should be guaranteed by the diversity of the sources and means of information available to it, thus enabling each individual to check the accuracy of facts and to appraise events objectively. To this end, journalists must have freedom to report and the fullest possible facilities of access to information. Similarly, it is important that the mass media be responsive to concerns of peoples and individuals, thus promoting the participation of the public in the elaboration of information.

3. With a view to the strengthening of peace and international understanding, to promoting human rights and to countering racialism, apartheid and incitement to war, the mass media throughout the world, by reason of their role, contribute to promoting human rights, in particular by giving expression to oppressed peoples who struggle against colonialism, neo-colonialism, foreign occupation and all forms of racial discrimination and oppression and who are unable to make their voices heard within their own territories.

4. If the mass media are to be in a position to promote the principles of this Declaration in their activities, it is essential that journalists and other agents of the mass media, in their own country or abroad, be assured of protection guaranteeing them the best conditions for the exercise of their profession.

Article III

1. The mass media have an important contribution to make to the strengthening of peace and international understanding and in countering racialism, apartheid and incitement to war.

2. In countering aggressive war, racialism, apartheid and other violations of human rights which are *inter alia* spawned by prejudice and ignorance, the mass media, by disseminating information on the aims, aspirations, cultures and needs of all peoples, contribute to eliminate ignorance and misunderstanding between peoples, to make nationals of a country sensitive to the needs and desires of others, to ensure the respect of the rights and dignity of all nations, all peoples and all individuals without distinction of race, sex, language, religion or nationality and to draw attention to the great evils which afflict humanity, such as poverty, malnutrition and diseases, thereby promoting the formulation by States of the policies best able to promote the reduction of international tension and the peaceful and equitable settlement of international disputes.

Article IV

The mass media have an essential part to play in the education of young people in a spirit of peace, justice, freedom, mutual respect and understanding, in order to promote human rights, equality of rights as between all human beings and all nations, and economic and social progress. Equally,

they have an important role to play in making known the views and aspirations of the younger generation.

Article V

In order to respect freedom of opinion, expression and information and in order that information may reflect all points of view, it is important that the points of view presented by those who consider that the information published or disseminated about them has seriously prejudiced their effort to strengthen peace and international understanding, to promote human rights or to counter racialism, apartheid and incitement to war be disseminated.

Article VI

For the establishment of a new equilibrium and greater reciprocity in the flow of information, which will be conducive to the institution of a just and lasting peace and to the economic and political independence of the developing countries, it is necessary to correct the inequalities in the flow of information to and from developing countries, and between those countries. To this end, it is essential that their mass media should have conditions and resources enabling them to gain strength and expand, and to co-operate both among themselves and with the mass media in developed countries.

Article VII

By disseminating more widely all of the information concerning the universally accepted objectives and principles which are the bases of the resolutions adopted by the different organs of the United Nations, the mass media contribute effectively to the strengthening of peace and international understanding, to the promotion of human rights, and to the establishment of a more just and equitable international economic order.

Article VIII

Professional organizations, and people who participate in the professional training of journalists and other agents of the mass media and who assist them in performing their functions in a responsible manner should

attach special importance to the principles of this Declaration when drawing up and ensuring application of their codes of ethics.

Article IX

In the spirit of this Declaration, it is for the international community to contribute to the creation of the conditions for a free flow and wider and more balanced dissemination of information, and of the conditions for the protection, in the exercise of their functions, of journalists and other agents of the mass media. UNESCO is well placed to make a valuable contribution in this respect.

Article X

1. With due respect for constitutional provisions designed to guarantee freedom of information and for the applicable international instruments and agreements, it is indispensable to create and maintain throughout the world the conditions which make it possible for the organizations and persons professionally involved in the dissemination of information to achieve the objectives of this Declaration.

2. It is important that a free flow and wider and better balanced dissemination of information be encouraged.

3. To this end, it is necessary that States facilitate the procurement by the mass media in the developing countries of adequate conditions and resources enabling them to gain strength and expand, and that they support co-operation by the latter both among themselves and with the mass media in developed countries.

4. Similarly, on a basis of equality of rights, mutual advantage and respect for the diversity of the cultures which go to make up the common heritage of mankind, it is essential that bilateral and multilateral exchanges of information among all States, and in particular between those which have different economic and social systems, be encouraged and developed.

Article XI

For this declaration to be fully effective it is necessary, with due respect for the legislative and administrative provisions and the other obligations of

Member States, to guarantee the existence of favourable conditions for the operation of the mass media, in conformity with the provisions of the Universal Declaration of Human Rights and with the corresponding principles proclaimed in the International Covenant on Civil and Political Rights adopted by the General Assembly of the United Nations in 1966.

(e) Principles of the International Congress on the Teaching of Human Rights

(Adopted by the International Congress on the Teaching of Human Rights, Vienna, Austria, 12-16 September 1978)

Taking into account Resolution 3 (XXXIII) adopted by the Commission on Human Rights and Resolution 32/123 adopted by the United Nations General Assembly, as well as Decision 103 EX/6.2 by which the Executive Board of UNESCO invited the Director-General to convene this Congress,

Expresses its gratitude to the Federal Government and to the people of the Republic of Austria for their hospitality and their important contribution to the success of the deliberations.

Recalling that the United Nations General Assembly proclaimed the Universal Declaration of Human Rights "as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms ...",

Considering that human rights teaching and education should be developed at all levels in the context of both school and out-of-school education, in order that they may become accessible as part of a true system of life-long education to all men and women in all countries, whatever their legal, social and political status,

Considering that such teaching and education can make an essential contribution to the maintenance and promotion of peace, as well as to economic development and social progress throughout the world,

Considering that the teaching of human rights should also be concerned with securing the observance of human rights in cases of armed conflict, and should include the teaching of international humanitarian law,

I

The International Congress on the Teaching of Human Rights,

Recalling the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms,

Believes that the teaching of human rights should be guided by the following principles and considerations:

1. Human rights education and teaching should be based on the principles which underlie the Charter of the United Nations, the Universal Declaration of Human Rights, the International Covenants on Human Rights, and other international human rights instruments. Consequently, equal emphasis should be placed on economic, social, cultural, civil and political rights as well as individual and collective rights. The indivisibility of all human rights should be recognized.

2. The concept of human rights should not be formulated in traditional or classical terms but should include the historical experience and contributions of all peoples particularly in relation to the major contemporary problems such as self-determination and all forms of discrimination and exploitation.

3. Human rights education and teaching must aim at:

(i) Fostering the attitudes of tolerance, respect and solidarity inherent in human rights;

(ii) Providing knowledge about human rights, in both their national and international dimensions, and the institutions established for their implementation;

(iii) Developing the individual's awareness of the ways and means by which human rights can be translated into social and political reality at both the national and the international levels.

4. While education should make the individual aware of his or her own rights, it should at the same time instil respect for the rights of others.

5. Care should be constantly taken to create awareness about the close relationship between human rights, on the one hand, and development and peace, including *inter alia* disarmament, on the other hand. UNESCO should make it a priority task to promote the analysis and understanding of this relationship.

6. Human rights must be seen as an aspect of professional, ethical and social responsibility in all fields of research, study, teaching and work.

7. Human rights education and teaching should stress that a new international economic, social and cultural order is essential to enable all people to enjoy their human rights and to promote and facilitate education on human rights at all levels in all countries.

8. Human rights must be taught at all levels of the educational system, as well as in out-of-school settings, including the family, and in continuing education programmes, including literacy and post-literacy programmes. States shall strive to improve and broaden human rights education and teaching and co-operate to this end.

9. It is not enough to dispense teaching and education in the spirit of a respect for human rights; human rights should also be taught as a subject integrated in the appropriate disciplines and in particular fields such as philosophy, political science, law and theology; they should be taught as an independent course.

10. In order for the teacher of human rights to be able to carry out his or her task properly, it is particularly important that his or her personal integrity and freedom of expression be guaranteed.

II

The Vienna International Congress on the Teaching of Human Rights,

Considering that in this year of the 30th anniversary of the Universal Declaration of Human Rights a fresh impetus should be given to the development of human rights teaching and education through the preparation of a *Six-Year Plan* to be drawn up by a committee of experts set up for that purpose on the basis, in particular, of recommendations proposed at this International Congress in Vienna and annexed to this final document,

Requests the Director-General to include the question of the teaching of human rights in the agenda for the 20th session of the General Conference with a view to conducting a preliminary study of the question of the desirability of preparing a UNESCO *Convention on human rights teaching and education*, in order to give effect to the principle set out in Article 26, paragraph 2 of the Universal Declaration of Human Rights which states that "education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms";

Requests the Director-General to ask the Member States to consider the possibility of establishing, within the framework of UNESCO's programme

and with the support of the United Nations General Assembly, a *Voluntary Fund for the development of knowledge of human rights through education and information*, the primary aim of which would be to contribute to the financing of activities conducted under the Six-Year Plan and of other activities conducted by Member States and their competent institutions.

(f) Malta Recommendations on Human Rights Teaching, Information and Documentation

(Adopted by the International Congress on Human Rights Teaching, Information and Documentation, Malta, 31 August-5 September 1987)

The International Congress on Human Rights Teaching, Information and Documentation, meeting in Malta from 31 August to 5 September 1987,

I. *Aims and Objectives of Human Rights Teaching*

Recalling the obligation incumbent upon Member States to promote human rights education,

Noting the need for long-term and concerted efforts to increase awareness and to ensure implementation of the responsibilities incumbent upon Member States in order to achieve through education the aims set forth in the Charter of the United Nations, the Constitution of UNESCO and other documents, in order to promote further international understanding and respect for human rights and fundamental freedoms,

Mindful of the need for UNESCO not only to continue its present efforts for human rights education but to increase these efforts, with the necessary financial resources,

Considering the progress that has been made in the field of human rights education during the past decade, in particular since the Vienna Congress (1978),

Recalling the provisions of Article 13 (1) of the International Covenant on Economic, Social and Cultural Rights, and Article 7 of the International Convention on the Elimination of All Forms of Racial Discrimination,

1. *Recommends* that the Director-General draw the attention of Member States to the necessity of continuing, as far as possible, to establish a complete system of human rights teaching and education available to all

citizens and all population groups and covering all levels of education, with the broad participation of the various public organizations and the media;

1.2 *Recommends* that UNESCO invite all Member States to issue a statement calling for the intensification of efforts to develop human rights teaching and education in primary and secondary schools, colleges and universities, and in non-formal education and adult education systems in the various countries;

1.3 *Recommends* that UNESCO, in its periodic reports to the Expert Committee on the International Covenant on Economic, Social and Cultural Rights, and to the Committee on the Elimination of Racial Discrimination (CERD), draw the attention of Member States to the obligation to provide human rights education as required by Article 13 (1) of the said Covenant and Article 7 of the aforementioned Convention and in particular to the efforts States Parties have made to include human rights teaching in the school and university curriculum;

1.4 *Recommends* that the Director-General of UNESCO update the study on the advisability of preparing a convention on education and teaching in the field of human rights;

1.5 *Recommends* that UNESCO address to the United Nations General Assembly a proposal, based on a study (*For a World Decade for the Promotion of Human Rights Education*), and further *recommends* that the Director-General of UNESCO transmit to the United Nations General Assembly the proposal that 1989, the bicentenary of the Declaration of the Rights of Man and of the Citizen, be proclaimed International Year of Human Rights Teaching and Education;

1.6 *Recommends* that the Director-General draw the attention of Member States to their international obligation under the Universal Declaration of Human Rights and the International Covenants to provide for the teaching and dissemination of knowledge of human rights and to create material conditions for adequate teaching at all levels of schools and universities as well as in adult education;

1.7 *Recommends* that the Director-General highlight, in accordance with his report to the Executive Board of UNESCO (126 EX/16), the relationship to be established between education for Human rights and fundamental freedoms on the one hand, and education for peace and international understanding on the other;

1.8 *Recommends* that the Director-General draw the attention of Member States to the preparation of educational programmes for the promo-

tion and defence of human rights and against all forms of racism, and to the question of the struggle against apartheid.

2. *Contents and programmes*

Recalling that education relating to human rights and fundamental freedoms is an integral part of international education, in accordance with the 1974 Recommendation of UNESCO,

Taking note of the reports submitted to this Congress on the situation of human rights teaching in various regions of the world, and in particular on a tendency in various countries for citizens' duties to be given precedence over their rights,

2.1 *Recommends* that the Director-General co-operate with Member States in the development of programmes of human rights teaching and education within the framework of formal and non-formal systems of education, duly taking into account: age; training level; professional orientation of the students; the most important international instruments in the field of human rights; national and regional systems concerning human rights; the experience of different countries in solving socio-economic, political, legal and other problems in order to ensure the effective exercise of human rights and fundamental freedoms, bearing in mind that the contribution of various cultures and regions is important in this respect;

2.2 *Recommends* that the Director-General encourage the inclusion of human rights teaching at all levels of formal education taking into account the following characteristics which these programmes should display: education in human rights and for human rights (in particular through access to knowledge, school life, school and out-of-school educational activities), matching programmes or specific methodologies for their implementation, giving them a pluridisciplinary character, taking into account the multi-ethnic and pluri-cultural character of societies, stressing the interrelationships between rights of peoples and human rights, as they are defined in existing universal international instruments, international humanitarian law and refugee law, and that human rights education should be provided to civil servants working in the various branches of public administration, and should be integrated into literacy programmes and into special education programmes for handicapped persons,

2.3 *Recommends* that the Director-General of UNESCO assist Member States in developing new educational methods and materials which emphasize the interrelationship between Human rights teaching and the other

major problems of mankind as mentioned in para. 18 of the 1974 Recommendation, with a view to strengthening human rights education;

2.4 *Recommends* that the Director-General of UNESCO and international NGOs assist Member States in taking appropriate measures in order to stimulate those responsible for the development of teacher training programmes and in order to improve the dissemination of knowledge on existing international instruments in this field;

2.5 *Recommends* that Member States and NGOs intensify their efforts to develop methods and materials for human rights teaching that take account of both consensus and conflict on contemporary human rights issues, and present information on the reasons—despite the undisputed validity of existing international instruments—why human rights issues are understood differently according to different social and cultural contexts; in particular, information on the mechanisms for setting standards in the United Nations system, as well as information on different political attitudes that the term human rights implies in various countries, should be considered an integral part of human rights teaching;

2.6 *Further recommends* that the Director-General of UNESCO, in view of Article 1 of UNESCO's Constitution, seeks further opportunities for fostering co-operation with Member States in this field, and considers human rights teaching as an area for giving fresh impetus to community education in UNESCO's Member States;

2.7 *Recommends* that UNESCO support and encourage intensive and systematic education on the procedural aspects or the implementation of the International Covenants and Conventions on Human Rights, both in formal and non-formal education;

3. *Forms, methods and teaching materials*

Considering the prominent role of UNESCO's Associated Schools project in the implementation of the 1974 Recommendation on International Education,

Appreciating the innovative function of the Associated Schools and of UNESCO Clubs and Associations in many Member States,

Considering the fundamental role of the family as an educating agent for the individual,

Considering that the family is the special context in which human rights are first perceived,

Considering that the rights of children must be recognized,

3.1 *Recommends* that the Director-General of UNESCO, its Member States and NGOs, encourage the Associated Schools and the UNESCO Clubs and Associations:

(*a*) to develop further pilot projects in the field of human rights education, and to make their experience available to others;

(*b*) to multiply their efforts in inter-school co-operation, at national, regional and interregional levels, with a view to experimenting with exchanges and to discussing teaching/learning materials, in order to make both teachers and students aware of approaches to human rights issues that may exist in other countries;

3.2 *Recommends* to the Director-General that the primary educational role of the family should be reaffirmed, both in formal and non-formal education, and that particular attention be given to human rights education within the family, and to the education of parents, increasing co-operation with competent non-governmental organizations in order to train parents to transmit knowledge of human rights to their children by ensuring that the latter understand, respect and put into practice these rights;

3.3 *Recommends* that the Director-General promote the training in human rights of professionals, particularly those concerned by human rights, such as magistrates, doctors, nurses, police officers, journalists, those in positions of responsibility in the armed forces, personnel of refugee camps, frontier guards, etc., through their national and international organizations, and promote the cause of human rights with senior executives of the mass media;

3.4 *Recommends* that the Director-General circulate the reports prepared for the Malta Congress to Member States and NGOs, with a view to encouraging the possibility of adapting the methods and strategies elaborated in these reports;

3.5 *Further recommends* that the Director-General bear in mind the proposals made in these reports on UNESCO's activities aimed at developing methods and strategies for human rights teaching;

3.6 *Recommends* that the Director-General ensure the updating, reprinting and dissemination of human rights teaching and training materials published by UNESCO for use at various levels of formal and non-formal education (for example Human Rights: Questions and Answers and the

bulletin Human Rights Teaching), and *further recommends* that the Director-General disseminate these publications in as many countries as possible;

3.7 *Recommends* that the Director-General promote the teaching of non-violent alternatives and strategies for the peaceful resolution of conflicts, and encourage the drawing up of history and civics programmes and manuals in a human rights perspective, with a view to promoting the responsibility of citizens, respect and co-operation among peoples of the same region and among the peoples of the world; and that the elimination of all racial discrimination from all textbooks should be called for;

4 Teacher training and protection of teachers and other educators in the field of human rights education

Stressing the need to protect the individual who teaches human rights against discrimination, harassment, dismissal or other interference because of this teaching,

Noting the existence of both national and international procedures which afford some protection in this respect,

Recognizing the importance of the effective guarantee of the fundamental rights of teachers at all levels, both as human beings and as members of a profession responsible for disseminating knowledge of and respect for human rights in schools and universities,

Recognizing further that academic freedom cannot be exercised if citizens are deprived of their fundamental rights,

Noting the existence of international associations engaged in human rights education,

4.1 *Recommends* that the Director-General attach particular importance to the training of teachers and other educators who will be responsible for, or who will have the opportunity of, teaching human rights, as well as to the in-service training of practicing teachers, through training sessions, conferences, study tours, etc.;

4.2 *Further recommends* that the Director-General invite competent ministries, teachers' associations, heads of schools, specialized institutes and non-governmental organizations to prepare all teachers for human rights teaching and education;

4.3 *Recommends* that the Director-General study:

(*a*) ways and means to improve the protection of such individuals in their teaching through strengthening procedures at the national and international levels;

(*b*) the possibility of extending guarantees to the personnel of higher education (not covered by the UNESCO/ILO Recommendation (1966) concerning the Status of Teachers and the UNESCO Recommendation (1974) on the Status of Scientific Researchers) as quickly as possible;

4.4 *Recommends* that the Director-General encourage educational activities which might promote the ratification by Member States of the International Covenants on Human Rights and the Optional Protocol;

4.5 *Further recommends* that the Director-General invite Member States to respect the provisions concerning the academic freedom of teachers at all levels in all international instruments;

4.6 *Recommends* that the Director-General support associations which can protect the freedom and the physical and moral integrity of their members;

5. Research on human rights education

Considering this era as being one of wide-ranging scientific and technological revolution,

5.1 *Recommends* that the Director-General take steps to promote the study of the methods of human rights teaching and education and of solutions to difficulties encountered in this field as well as in the training of teachers and educators; call a meeting of experts to discuss problems involving teaching methods; encourage comparative research on the methods of human rights education;

5.2 *Recommends* that the Director-General effectively support, particularly from the material point of view, training institutes and centres specializing in human rights research or teaching, particularly those striving to develop a pluridisciplinary approach and corresponding to the expectations of students, teachers and other professions or officials of various associations, and encourage exchanges between researchers and educators;

Recommends that the Director-General encourage Member States, non-governmental organizations and teaching and research institutions to take an

interest in problems linked to the development of the relations between science and technology on the one hand and respect for human rights on the other;

6. International co-operation and role of non-governmental organizations

Taking into account the essential universality of human rights,

Taking note of the information made available by a large number of expert meetings and seminars on human rights teaching, information and documentation that have been held as a follow-up to the 1978 International Congress in Vienna,

Recognizing the crucial role of non-governmental organizations, at national, regional and international levels, in human rights education,

6.1 *Recommends* that the Director-General play an active role in arranging and facilitating a full exchange of material, information and experience among Member States and also teacher and student exchanges whenever possible;

6.2 *Recommends* to the Director-General that a fellowship scheme be established by UNESCO in the most appropriate way, in order to allow teachers who so wish to take part in the regional, interregional and international training sessions on human rights teaching and education of their choice;

6.3 *Recommends* to the Director-General that UNESCO prepare a compilation of the various resolutions, recommendations and declarations on human rights teaching and education adopted by UNESCO and United Nations bodies, so as to provide a consolidated set of instruments on human rights teaching and education; furthermore an annotated version could be prepared for distribution to teachers and non-governmental organizations;

6.4 *Recommends* that the Director-General effectively support, in particular on a material level, teachers' and researchers' associations at national, regional and international levels which aim to promote co-operation, exchange of experiences, training, research and publications in the field of human rights;

6.5 *Recommends* that the Director-General of UNESCO ensure the preparation of a synoptic report on all of these meetings and their results, and assist Member States and non-governmental organizations in drawing con-

clusions from them, particularly in the field of training, in preparing updated materials, and in intensifying international co-operation;

6.6 *Recommends* that the Director-General pursue co-operation with non-governmental organizations, making provision, whenever possible, for resources to support their educational programmes which reinforce or complement national programmes;

6.7 *Recommends* that the Director-General co-operate with the regional intergovernmental organizations and their specialized institutions and with non-governmental organizations concerned with matters of education and information, in carrying out the recommendations adopted by the International Congresses of Vienna (1978) and Malta (1987) on human rights teaching, information and documentation;

6.8 *Recommends* that the Director-General give the necessary backing to strengthen the institutionalization of non-governmental organizations for non-formal and community education, especially to develop their work in pedagogical research, in the preparation of written and audiovisual materials for wide distribution, in exchanges of experience and their subsequent systematization;

6.9 *Recommends* that the Director-General pay particular attention to the support which should be given to human rights education in countries which have suffered severe violations of human rights so as to improve respect for human rights at all levels of society: children as well as adults and special groups such as members of the armed forces, police, lawyers, government officials, etc., and in particular *recommends* that the Director-General support efforts for human rights education and for information on the bases of the struggle against apartheid led by national liberation movements recognized by the Organization of African Unity;

6.10 *Recommends* that the Director-General formulate projects with clear priorities in the area of human rights education for funding by the Voluntary Fund for the Development of knowledge of Human Rights through Teaching and Information, so as to encourage more substantial contributions to the Fund from Member States and interested institutions;

7. *Activities in the framework of the Plan for the Development of Human Rights Teaching*

Recognizing the efforts made by UNESCO towards the implementation of the Plan for the Development of Human Rights Teaching both through its own action and through the encouragement of action by Member States,

intergovernmental organizations and non-governmental organizations for the promotion and development of human rights education and teaching,

Taking note of the fact that the experience and information gained through the regional preparatory meetings for this Congress have endorsed the human rights education and teaching programmes in their entirety and have underscored the imperative need for UNESCO to continue and increase these activities on all fronts and at all levels,

7.1 *Recommends* that the General Conference extend activities in conformity with the Plan, placing emphasis on the development of priorities identified in the Plan and indicating an allocation of specific responsibilities between UNESCO, Member States, intergovernmental organizations and non-governmental organizations; in the case of Member States, indications should also be given of the institutions which would discharge these functions;

7.2 *Further recommends* that the Director-General address the present recommendations to the Consultative Committee on steps to promote the full and comprehensive implementation of the 1974 Recommendation, so that the latter may take the necessary steps to ensure the desirable co-ordination in this field; for that purpose, the Consultative Committee might set up a subcommittee;

7.3 *Recommends* that the Director-General evaluate every five years the situation of human rights teaching in each Member State by addressing a detailed questionnaire to National Commissions and competent institutions, the synthesis of the replies being published and disseminated to Member States in co-ordination with the submission of the periodic reports in application of the 1974 Recommendation;

7.4 *Recommends* that the possibility of holding a Congress to review progress in human rights teaching, information and documentation in seven years (1994) be examined;

The Congress also formulated the following recommendations addressed to the Director-General:

8. *Research on human rights* (social and human sciences, legal and political sciences history and philosophy)

8.1 UNESCO should actively promote the development of interdisciplinary research on human rights issues. While the complexities of different societies meant that case-studies should be continued, UNESCO should also

promote comparative social science research on human rights issues, and research on the pedagogy for human rights education;

8.2 In recognition of the considerable amount of relevant research that has been carried out in a number of UNESCO programmes, integrative overviews of this existing research should be carried out in order to explicitly identify its relevance for the study and promotion of human rights even when human rights have not been mentioned as part of the paradigm;

8.3 Attention should be paid to the development of the infrastructures for carrying out research. In this connection, UNESCO should assist centres of human rights research that already exist, should ensure that the question of human rights is included in the agenda of professional social science organizations, should encourage the question of human rights to be included as an area of research at faculty level and should assist in the creation of human rights centres where these were needed. In this connection the offer of the Foundation for International Studies (Malta) to include a centre for human rights research for the Mediterranean should be encouraged. In addition this UNESCO should encourage the networking of existing institutions exchanges between research centres as well as encouraging individual researchers;

8.4 Bibliographies are necessary as research tools. In this connection UNESCO should expand and publish the document *Human Rights Documentation, Data Bases and Bibliographies* (reference document prepared by UNESCO) (SHS-87/CONF.401/4), circulated at the Congress, have it translated into other languages and update it at regular intervals;

8.5 Continuing research should be carried out on the effect of social and economic rights on the enjoyment of individual rights. In addition UNESCO should further the debate on the concept of the rights of peoples including the rights of people to preserve their national culture and to struggle against discrimination. Those rights of a collective nature, as for example the right to a healthy and sane environment and the right to development should be the subject of research in order to clarify their dimensions. Of crucial importance is research on the right to life and the right to peace notably with reference to the right to dignity and liberty;

8.6 Research should be sponsored on the interaction between individual human rights and the rights of ethnic, religious, political and other minorities, as well as the interaction between individual rights and group or community rights;

8.7 Research needs to be done on the relationship between the exercise of human rights factors determining their realization and their limitations in situations of structural violence, public emergencies and internal strife. In

this connection research should be encouraged on the notion of the security of the human person as against prevailing theories including that of the security of the State;

8.8 UNESCO should continue to sponsor research on the question of torture. This research should include not only torture, as well as cruel, inhuman or degrading treatment, but also the study of traditional practices affecting personal integrity and the analysis of the conditions under which torture emerges, in what way it is legitimized and its impact on other rights within the society;

8.9 With regard to development, UNESCO should study the role of human rights in development and as an element in the development cooperation programmes. In addition, research should be done on the whole question of hunger and the debt crisis as these affect individual and group rights;

8.10 Research should be conducted on the development of human rights discourse per se, in order to map the changing forms of human rights discourse over time and the different, though apparently comparable discourses of human rights that are employed in different contemporary contexts;

8.11 Research should be encouraged on the emergence of forms of resistance to the implementation of human rights policies. In addition, an international comparative study should be initiated into the ways by which informal mechanisms are utilized to avoid implementation of human rights policies while constitutional guarantees remain accorded;

8.12 UNESCO must include and sponsor research on the question of value systems particularly with reference to religions and the relationship between these and behaviour as this affects human rights;

8.13 Research should be promoted on the potential significance for human rights of developments in science and technology. The possibility of a convention governing the uses of science and technology and the responsibility of scientific workers needs to be explored;

8.14 Research should be done on the role of mass media in shaping popular conceptions of human rights issues;

8.15 Research should be done on the consequences for human rights, particularly for peace and development, of South Africa's programme of destabilization in southern Africa;

8.16 Certain situations of extreme discrimination include an important component of massive human rights violations. Research should be

encouraged on these situations and particularly on apartheid, racism and discrimination according to gender;

8.17 Research should be sponsored on the violations of human rights as result of armed conflicts and violence and the ways of protecting individual and group rights during armed conflicts;

8.18 UNESCO should support and encourage research and training on procedural aspects of remedies against human rights violations in UNESCO's field of competence with a view to improving and making more accessible national and regional implementation and international machineries for redress of grievances. In addition UNESCO should sponsor research on the efficacity of present national, regional and international mechanisms with regard to implementation and redress;

9. *Human rights information and documentation*

9.1 Full and equal access to human rights information must be ensured. One of the basic conditions for ensuring human rights is free access to relevant human rights instruments and adequate information on the remedies available to redress human rights violations, at the national, regional and international levels. To this end, UNESCO should encourage the democratization of information leading to an active participation of both human rights entities and the public at large;

9.2 In promoting human rights information and documentation, due regard should be paid to language diversity and the need for translating human rights instruments and materials into various national and local languages. UNESCO should endeavour to provide financial assistance for such initiatives;

9.3 In providing human rights information, special attention should be paid to the interests and needs of discriminated and disadvantaged social groups, such as illiterates, the rural poor, indigenous peoples, and those suffering under the apartheid regime;

9.4 In order to enhance the role of the mass media in the promotion of human rights information, special courses and dissemination activities for communicators should be organized by UNESCO and other institutions. The awareness of communication and mass media issues among the human rights milieux should be increased and the media should be encouraged to use existing human rights information and documentation systems in reporting, thereby establishing a fruitful dialogue between all those concerned and in a position to enhance human rights information and documentation and

reminding them of their important and responsible role in diffusing information about human rights;

9.5 In promoting information channels, increased attention should be paid not only to television and films but also to other information systems, such as children's games, drama, cartoons and posters. UNESCO should consider the possibility of preparing directories of television and radio programmes and films illustrating different aspects of human rights;

9.6 Considering the abundance of human rights information already existing in certain areas, increased endeavours should be made to make the existing information known and available to all concerned. In this context, the United Nations, other international organizations and governments could make the contents of their official documents more easily available to the public at large. UNESCO could play an important role in initiating and supporting such activities;

9.7 Efforts to improve human rights information and documentation should capitalize upon the existing governmental and non-governmental institutions, networks and systems, without hampering the creation of new institutions and networks. Human rights information and documentation networks should be based on the principles of decentralization and autonomy. UNESCO should continue to support existing centres and networks, including National Commissions for UNESCO and national human rights commissions, with a view to improving their capacities and the co-ordination of activities between different centres. Support should also be given to the institutions taking part in the UNESCO Associated Schools project, to enhance their capacity to disseminate information and materials on human rights;

9.8 Where gaps exist in present national and regional information and documentation structures, UNESCO should support the creation of new centres and networks and encourage the building up of infrastructures and upgrading information and documentation skills;

9.9 UNESCO should consider reinforcing its infrastructure with a view to establishing a clearing house of data-based information on human rights teaching, taking into account the 'composite model' mentioned in the feasibility study referred to in paragraph 4 of the Introduction to this report. The documentation could include, in a first stage, information not only on teaching materials and bibliographies but also curricular and special programmes, audiovisual aids, institutions and individuals involved in human rights teaching, as well as educational and social science research of relevance for teaching purposes;

9.10 In order to identify the modalities and requirements of the above proposed clearing house and of its liaison with local, national and regional institutions and networks, the Congress invites the Director-General of UNESCO to conduct an international consultation of experts, with a view to expediting the setting up of the clearing house as soon as possible;

9.11 UNESCO should continue to provide information on documentation sources and bibliographies in the field of human rights and to publish at regular intervals a directory of education and research institutions specialized in human rights, including information on the nature and availability of information in those institutions. Information on UNESCO publications should be more effectively circulated among national and regional institutions interested in human rights;

9.12 In the building up of international information and documentation networks, the UNESCO bulletin *Human Rights Teaching* should play a central role. It is vital that the bulletin appear regularly, preferably on a quarterly basis. Other periodicals published by the United Nations system, including the UNESCO Courier, should pay more attention to human rights questions;

9.13 UNESCO should support the launching of newsletters to provide information and documentation on human rights teaching in the most widely spoken languages of the world;

9.14 UNESCO should contribute to the development of compatible computerized data-processing systems to be used by national, regional and international institutions, so as to facilitate exchanges among the information and documentation centres. UNESCO should also publish a multilingual glossary on human rights terminology;

9.15 UNESCO should assist in the organization of courses and training programmes for human rights information and documentation personnel. Such training should include information technology, substantive information on human rights concepts and issues as well as information on the procedural aspects of human rights protection at national, regional and international levels;

9.16 In the building up and strengthening of national and regional centres and networks, UNESCO should assist especially institutions in the developing countries to establish the necessary infrastructure and skills, taking into account the experiences of existing systems in this field and the availability of technologies at a low cost. It is also important that UNESCO supports national institutions and networks in times of political or social crises, and public emergency;

The International Congress on Human Rights Teaching, Information and Documentation, held in Malta from 31 August to 5 September 1987,

10.1 *Stresses* the importance of the recommendations formulated in the several regional meetings organized for the preparation of the Congress, and,

10.2 *Expresses* the wish that the Director-General implement them so far as they are compatible with the conclusions and the recommendations of the present Congress.

(g) UNESCO World Plan of Action on Education for Human Rights and Democracy (The Montreal Declaration)

(Adopted by the International Congress on Education for Human Rights and Democracy, Montreal, Canada, 8-11 March 1993)

INTRODUCTION

Who?

The World Plan of Action is addressed, among others, to:

individuals, families, groups and communities, educators, teaching institutions and their boards, students, young people, the media, employers and unions, popular movements, political parties, parliamentarians, public officials, national and international non-governmental organizations, all multilateral and intergovernmental organizations, the United Nations Organization, in particular its Centre for Human Rights, specialized institutions of the United Nations system, in particular UNESCO, and States.

The advocates of this Plan come from all sectors of society. It is addressed to victims of human rights violations and defenders of human rights and democracy as well as decision-makers.

The Plan is not a comprehensive strategy for formal and informal education. It is more a framework of action which will be tailored and executed by various participants. These participants are better qualified to adjust the implementation of the Plan in accordance with their priorities, resources and particular circumstances. The Plan will therefore depend on all actors including grass-roots education workers in villages, refugee camps, barrios, inner cities and war zones throughout the world.

The Plan conceives of education in its broadest sense, among all age, gender, class, ethnic, national, religious and linguistic groups and in all sectors of society. It takes a global view of education, through strategies for learning in formal and non-formal settings and including popular and adult education, education in the family, out-of-school education of youth, education of specialized groups and education in difficult situations.

What?

The Plan of Action calls for a global mobilization of energies and resources, from the family to the United Nations, to educate individuals and groups about human rights so that conduct leading to a denial of rights will be changed, all rights will be respected and civil society will be transformed into a peaceful and participatory model. Learning is not an end in itself but rather the means of eliminating violations of human rights and building a culture of peace based on democracy, development, tolerance and mutual respect.

The Plan is based on the body of international human rights and humanitarian law. Human rights are seen in this Plan as universal and indivisible.

As a forward-looking strategy this Plan builds on, *inter alia*, the 1974 "Recommendation Concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms" and the recommendations which emerged from the UNESCO International Congress on the Teaching of Human Rights, in Vienna in 1978, the UNESCO International Congress on Human Rights Teaching, Information and Documentation in Malta in 1987 and the International Forum on Education for Democracy, in Tunis in December 1992.

The Plan conceives of human rights in their broadest sense to include *inter alia* learning about tolerance and acceptance of others, solidarity, participatory citizenship and the importance of building mutual respect and understanding.

Why?

The context of the Plan of Action must be seen as one of alarm and urgency. Certainly, the Cold War has come to a close, walls have come down and some dictators have been deposed. Yet the last decade of the twentieth century is experiencing the recurrence of the most serious human rights

violations, caused by the rise of nationalism, racism, xenophobia, sexism and religious intolerance. These recurrences have led to the most abhorrent forms of ethnic cleansing including the systematic rape of women, exploitation, neglect and abuse of children and concerted violence against foreigners, refugees, displaced persons, minorities, indigenous peoples and other vulnerable groups.

Notwithstanding the dissolution of authoritarian regimes and the formation of emerging democracies worldwide over the last years, new forms of autocracy have also emerged. An alarming rise of racism, various forms of extremism and religious fanaticism and the dangerous instability of some post-authoritarian States are noted. No less disturbing for the protection of human rights are the threats stemming from environmental degradation, from new biomedical technologies and from the scourge of HIV/AIDS.

Education for human rights in a changing world is the thrust of this Plan of Action. It should be participatory and operational, creative, innovative and empowering at all levels of civil society. The rise of nationalism and intolerance mentioned above calls for special and anticipatory educational strategies aimed at preventing the outbreak of violent conflicts and the related human rights violations. Incremental changes can no longer be considered satisfactory. Education should aim to nurture democratic values, sustain impulses for democratization and promote societal transformation based upon human rights and democracy.

The Plan of Action takes into consideration the development of human rights norms and the establishment of mechanisms for the promotion and protection of human rights at national, regional and international levels.

A key challenge for the future is to enhance the universality of human rights by rooting these rights in different cultural traditions. The effective exercise of human rights is also contingent upon a degree of responsibility of individuals towards the community.

When?

The World Plan of Action is intended to start immediately, working towards specific measurable objectives within a timetable laid down by the participants in the Plan. The observation of the fiftieth anniversary of the United Nations Organization in 1995 and of the Universal Declaration of Human Rights in 1998 can serve as the focus for activities, programmes and projects in human rights education and occasions for their assessment and dissemination. A series of events for sharing experiences and assessing results should be organized from the local community level up to and

including the global level. Such sharing and assessment should be subject to a general overall review by the end of the decade for planning ongoing activities and programmes in the twenty-first century.

How?

In order for this Plan to succeed, the active participation of individual States is essential, wherever possible. The State should commit itself to defined targets for human rights education and awareness within governmental structures and institutions. The State should provide funding for initiatives which are generated nationally. The commitment of States to human rights education indicates the political will to build a sustainable democratic society. The quality of human rights education is in itself a manifestation of such a will now and for the future. The initiatives of States in this field provide a basis for assessment. In this context, it is important for States to accede to all human rights instruments.

The United Nations system, in particular UNESCO and the United Nations Centre for Human Rights, and a number of governmental and international governmental and non-governmental organizations have already begun to work in the area of education for human rights and democracy. This work should be considered an important part of the implementation of the Plan, both as a point of departure and also a source of ideas, materials, experience and insight and it should be intensified. In particular, more emphasis should be given to projects for education for human rights and democracy under the United Nations Programme of Advisory Services and Technical Assistance in the Field of Human Rights. In its context the Plan could provide a frame for improved co-ordination of programmes of human rights education and democracy.

The following seven major strategies are proposed:

1. Development and distribution by UNESCO of a standard form for planning, implementation and assessment of the Plan. This will assist governmental and non-governmental organizations in the projection, co-ordination and review of various programmes, projects and activities to achieve the objectives of the World Plan of Action. UNESCO would keep a register of all initiatives undertaken in this framework communicated by the participants.

2. Development of active national, regional and international networks to produce material, curricula and programmes as well as to exchange methods and materials and develop "best practice" approaches.

3. Access to up-to-date information and documentation and the availability of practical and inexpensive teaching materials.

4. Convening of regional and global momentum-building conferences.

5. Strengthening of the United Nations Voluntary Fund for Advisory Services and Technical Assistance in the Field of Human Rights and of the UNESCO Voluntary Fund for the Development of the Knowledge of Human Rights through Education and Information so that they can better support human rights education, information and documentation projects on a world-wide basis, including those of non-governmental organizations, as well as encouraging funding of such projects by other public and private funding institutions and sources.

6. Emphasis to be given to the right to education and in particular human rights education by the United Nations Commission on Human Rights and its monitoring mechanisms, the regional human rights commissions, as well as by the expert organs supervising the international human rights treaties and in particular the Committee on the Rights of the Child.

7. A follow-up committee to be established by UNESCO, in consultation with the United Nations Centre for Human Rights, will disseminate the Plan, receive relevant communications and follow-up and monitor the implementation of the Plan.

The Plan emphasizes that learning is intended to encompass the concepts that knowledge must lead to action, that access to knowledge should be empowering, that learning is a participatory process and that the learner is also the teacher and vice-versa. The methodology of education for human rights and democracy should be respectful of the rights of the learner and democratic in its organization and functioning.

This Plan calls for methods which will reach the widest number of individuals most effectively, such as the use of the mass media, the training of trainers, the mobilization of popular movements and the possibility of establishing a world-wide television and radio network under the auspices of the United Nations.

Objectives

The Plan strives to:

1. make information available about human rights norms and instruments as well as recourse procedures and mechanisms against violations at

the national, regional and international levels. Special efforts should be made to ensure that this information reaches young people;

2. assist learners to understand the connections between economic conditions and access to rights and encourage educators to support strategies for change that are non-violent and democratic;

3. increase the awareness of educators in all sectors and at all levels of the benefits of co-operation and co-ordination through networking and to assist them in building human rights education networks;

4. encourage governments and the international community to provide and foster a culture of peace based on human rights;

5. to make human rights and the national, regional and international instruments that guarantee such rights more widely known.

Main lines of action

The ultimate purpose of the Plan is to create a culture of human rights and to develop democratic societies that enable individuals and groups to solve their disagreements and conflicts by the use of non-violent methods.

The challenge of making education for human rights and democracy effective and comprehensive world-wide will require:

1. the identification of the most appropriate target groups so as to ensure rapid and effective implementation;

2. a focus on educational support where it is most needed and most empowering and ensuring that projects are suitable for potential users;

3. the encouragement and development of initiatives which mobilize people and which utilize innovative methodology;

4. the process of human rights education and training with the participation of target groups, must be viewed as an exercise in democracy. This can be done by practising the principle of equality and by developing participatory and inclusive learning contexts and curricula in response to the real needs of people. Educational processes and methodologies must be models for what the plan wishes to achieve in society as a whole. It is also imperative that learning programmes include approaches which assist people to understand and analyse their relations with power as well as with leadership styles and abuses;

5. the development of pedagogic research into the various aspects of education for human rights and democracy, taking account especially of present changes;

6. the systematic revision of school textbooks with a view to eliminating xenophobic, racist, sexist and other stereotypes;

7. the building of practical relationships or networks among individuals, educators, groups and institutions in particular through meetings and bilateral and multilateral collaboration;

8. the strengthening of the commitment to identify and increase resources for education for human rights and democracy at national, regional and international levels. It is essential that the action of NGOs is not impeded;

9. special attention should be given to the design of cost-effective and sustainable educational programmes;

10. a global commitment to increase resources for education for human rights and democracy as well as earmarking funds in development projects for this purpose.

Levels of action

The following levels of action should be emphasized:

Teaching human rights and democracy in the curricula at all levels of the school system

Aim: To build an integral and broad-based curriculum that is both pervasive across subject disciplines and taught as a separate subject so that human rights and democracy education is dealt with repeatedly throughout a person's basic education. The theme of rights, responsibilities and democratic processes should also be woven into all or most topics of study and included in the values aimed at in school life and in the process of socialization.

The focus should be on:

(i) pre-primary;
(ii) primary;
(iii) secondary and vocational training;
(iv) post-secondary—colleges and universities;
(v) teacher training/education;

(vi) teachers' organizations and unions;

(vii) school boards and other levels of education administration;

(viii) parents' organizations.

Education for human rights and democracy in a non-formal setting

Aims: To involve groups of adults and young people, including those not attending school, in out-of school education, through their families, their professional associations, work places, institutions, groupings, etc. Programmes will aim at increasing the awareness of individuals in both formal and informal groups to their rights and to their responsibilities and to their full participation throughout society. Special attention will be given to reach all women whatever their current level of participation in public life.

To achieve this aim, education for human rights and democracy will take place in specific settings and focus on certain groups including:

(i) work place (unions, employers);

(ii) professional associations;

(iii) religious and cultural organizations;

(iv) youth, including through leisure and sports clubs;

(v) UNESCO Clubs, centres and associations;

(vi) groups which are less exposed to public life (for example, people living in rural or remote areas);

(vii) groups working specifically on literacy, advocacy and assisting those living in extreme poverty;

(viii) security, army, police and prison personnel, etc.;

(ix) public officials and decision-makers;

(x) judges and lawyers and others working in the administration of justice;

(xi) media personnel;

(xii) medical doctors, health professionals and scientists including those engaged in biological research.

Education for human rights and democracy in specific contexts and difficult situations

Aim: To direct efforts to provide appropriate information and education to people in difficult situations where their rights are endangered.

In addition to the proposed objectives (1) and (2) above, attention should be paid to vulnerable groups as well as to potential and actual violators with a view to preventing abuse and to protecting the victims. The level of intervention for this education and protection will depend on:

A. The type of situation, such as:
   1. armed conflicts of either an international or non-international character;
   2. internal tension, unrest, uprisings and state of emergency;
   3. periods of transition from dictatorship to democracy or of threats to democracy;
   4. foreign occupation;
   5. natural disasters.

B. The needs of specific groups, such as:
   1. women;
   2. children;
   3. indigenous peoples;
   4. refugees and internally displaced persons;
   5. political prisoners;
   6. minorities;
   7. migrant workers;
   8. disabled persons;
   9. persons with HIV/AIDS.

It is to be noted that the early adoption of the United Nations draft declaration relating to the rights and responsibilities of individuals and organs of society to promote and protect human rights would be a major contribution to the implementation of this aspect of the Plan.

Research, information and documentation

Given the essential role of research, information and documentation for the implementation of the Plan of Action and the United Nations Public Information Campaign for Human Rights, a major effort should be directed towards diversifying information resources, documentation and teaching and learning materials directed to meet the practical needs of teaching and training at different levels and for different audiences. It is equally important to strengthen existing national, regional and international information

networks, to help build new ones where necessary and also to encourage the creation of local information and documentation centres so that suitable materials are collected and skills developed in gathering information and documentation through:

(i) inexpensive and easy access to up-to-date information;

(ii) simple computerization and search systems;

(iii) identification, creation and strengthening of national, regional and international research centres and clearing houses on human rights information;

(iv) encouragement to share information—south/south, east/west and north/south serving both educators and documentalists of human rights and co-ordinated by a non-governmental organization active in the field of information;

(v) protection and security of information gathered by fact-finding missions, human rights education projects, etc.;

(vi) development of human rights media other than printed material that would include audio-visuals, transparencies, music, games, toys and other forms appropriate for reaching non-literate people and children. Means would have to be found to ensure the availability of such material in local languages;

(vii) support for research based on a global view of human rights, taking into account the close interdependence between human rights, development, democracy and environment.

The role of UNESCO is of particular importance in enhancing the quality of publications in the area of human rights education and for the best use and distribution of information, documentation and materials. Such activities would require *inter alia* the strengthening of the infrastructure of UNESCO and close co-operation with other documentation and information centres, including those of the United Nations system.

Obstacles to overcome

It is to be noted, in particular, that the success of the Plan depends on the understanding that planning at all levels must be appropriate when confronting problems such as:

(i) the absence of political will of certain partners;

(ii) the dangers of marginalization of the process internationally as well as intranationally;

(iii) the absence of target group involvement in the development and use of material, processes and policies;

(iv) the potential use of unsuitable methodologies;

(v) the lack of training of many participants;

(vi) the insufficiency of co-ordination and co-operation between the national, regional and international levels;

(vii) the occasional tendency to confine human rights education to the legal profession;

(viii) the lack of a multidisciplinary approach;

(ix) the resistance to change provoked by new relationships based on human rights.

CONCLUSION

The challenge the World Plan of Action for Education on Human Rights and Democracy will have to meet is that of translating human rights, democracy and concepts of peace, of sustainable development and of international solidarity into social norms and behaviour. This is a challenge for humanity: to build a peaceful, democratic, prosperous and just world. Constant active education and learning is needed to meet such a challenge.

It is hoped that this Plan of Action will be implemented by committed nations, individuals, groups, every organ of society, and the international community at large, to ensure its full success for the benefit of present and future generations.

(*h*) Declaration of the 44th Session of the UNESCO International Conference on Education

(*Proclaimed at the 44th Session of the UNESCO International Conference on Education, Geneva, Switzerland, 8 October 1994*)

1. *We, the Ministers of Education meeting at the 44th session of the International Conference on Education,*

Deeply concerned by the manifestations of violence, racism, xenophobia, aggressive nationalism and violations of human rights, by religious intolerance, by the upsurge of terrorism in all its forms and manifestations and by the growing gap separating wealthy countries from poor countries,

phenomena which threaten the consolidation of peace and democracy both nationally and internationally and which are all obstacles to development,

Mindful of our responsibility for the education of citizens committed to the promotion of peace, human rights and democracy in accordance with the letter and spirit of the Charter of the United Nations, the Constitution of UNESCO, the Universal Declaration of Human Rights and other relevant instruments such as the Convention on the Rights of the Child and the conventions on the rights of women, and in accordance with the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms,

Convinced that education policies have to contribute to the development of understanding, solidarity and tolerance among individuals and among ethnic, social, cultural and religious groups and sovereign nations,

Convinced that education should promote knowledge, values, attitudes and skills conducive to respect for human rights and to an active commitment to the defence of such rights and to the building of a culture of peace and democracy,

Equally convinced:

- of the great responsibility incumbent not only on parents, but on society as a whole, to work together with all those involved in the education system, and with non-governmental organizations, so as to achieve full implementation of the objectives of education for peace, human rights and democracy and to contribute in this way to sustainable development and to a culture of peace;
- of the need to seek synergies between the formal education system and the various sectors of non-formal education, which are helping to make a reality of education that is in conformity with the aims of the World Declaration on Education for All, adopted in Jomtien;
- of the decisive role that also falls to non-formal educational organizations in the process of forming the personalities of young people.

2. *Strive resolutely*:

2.1 to base education on principles and methods that contribute to the development of the personality of pupils, students and adults who are respectful of their fellow human beings and determined to promote peace, human rights and democracy;

2.2 to take suitable steps to establish in educational institutions an atmosphere contributing to the success of education for international under-

standing, so that they become ideal places for the exercise of tolerance, respect for human rights, the practice of democracy and learning about the diversity and wealth of cultural identities;

2.3 to take action to eliminate all direct and indirect discrimination against girls and women in education systems and to take specific measures to ensure that they achieve their full potential;

2.4 to pay special attention to improving curricula, the content of textbooks, and other educational materials including new technologies, with a view to educating caring and responsible citizens, open to other cultures, able to appreciate the value of freedom, respectful of human dignity and differences, and able to prevent conflicts or resolve them by non-violent means;

2.5 to adopt measures to enhance the role and status of educators in formal and non-formal education and to give priority to pre-service and in-service training as well as the retraining of educational personnel, including planners and managers, oriented notably towards professional ethics, civic and moral education, cultural diversity, national codes and internationally recognized standards of human rights and fundamental freedoms;

2. to encourage the development of innovative strategies adapted to the new challenges of educating responsible citizens committed to peace, human rights, democracy and sustainable development, and to apply appropriate measures of evaluation and assessment of these strategies;

2.7 to prepare, as quickly as possible and taking into account the constitutional structures of each State, programmes of action for the implementation of this Declaration.

3. *We are determined to increase our efforts to:*

3.1 give a major priority in education to children and young people, who are particularly vulnerable to incitements to intolerance, racism and xenophobia;

3.2 seek the co-operation of all possible partners who would be able to help teachers to link the education process more closely to real social life and transform it into the practice of tolerance and solidarity, respect for human rights, democracy and peace;

3.3 develop further, at the national and international levels, exchanges of educational experiences and research, direct contacts between students, teachers and researchers, school twinning arrangements and visits, with special attention to experimental schools such as UNESCO Associated

Schools, to UNESCO Chairs, educational innovation networks and UNESCO Clubs and Associations;

3.4 implement the Declaration and Programme of Action of the World Conference on Human Rights (Vienna, June 1993) and the World Plan of Action on Education for Human Rights and Democracy adopted at the International Congress on Education for Human Rights and Democracy (Montreal, March 1993), and make the internationally recognized instruments in the field of human rights available to all educational establishments;

3.5 contribute, through specific activities, to the celebration of the United Nations Year for Tolerance (1995), and particularly to the inauguration, on the occasion of the fiftieth anniversary of the United Nations and UNESCO, of the celebration of the International Day for Tolerance.

Consequently, we, the Ministers of Education meeting at the 44th session of the International Conference on Education, adopt this Declaration and invite the Director-General to present to the General Conference a Framework of Action that allows Member States and UNESCO to integrate, within a coherent policy, education for peace, human rights and democracy in the perspective of sustainable development.

(*i*) Declaration of Principles on Tolerance, 1995

(*Adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organization, Paris, France, 16 November 1995*)

The Member States of the United Nations Educational, Scientific and Cultural Organization, meeting in Paris at the twenty-eighth session of the General Conference, from 25 October to 16 November 1995,

[. . .]

Bearing in mind the objectives of the Third Decade to Combat Racism and Racial Discrimination, the World Decade for Human Rights Education, and the International Decade of the World's Indigenous People,

[. . .]

Emphasizing the responsibilities of Member States to develop and encourage respect for human rights and fundamental freedoms for all, without distinction as to race, gender, language, national origin, religion or disability, and to combat intolerance,

Adopt and solemnly proclaim this Declaration of Principles on Tolerance

Resolving to take all positive measures necessary to promote tolerance in our societies, because tolerance is not only a cherished principle, but also a necessity for peace and for the economic and social advancement of all peoples.

We declare the following:

[...]

Article 4. Education

4.1 Education is the most effective means of preventing intolerance. The first step in tolerance education is to teach people what their shared rights and freedoms are, so that they may be respected, and to promote the will to protect those of others.

4.2 Education for tolerance should be considered an urgent imperative; that is why it is necessary to promote systematic and rational tolerance teaching methods that will address the cultural, social, economic, political and religious sources of intolerance—major roots of violence and exclusion. Education policies and programmes should contribute to development of understanding, solidarity and tolerance among individuals as well as among ethnic, social, cultural, religious and linguistic groups and nations.

4.3 Education for tolerance should aim at countering influences that lead to fear and exclusion of others, and should help young people to develop capacities for independent judgement, critical thinking and ethical reasoning.

4.4 We pledge to support and implement programmes of social science research and education for tolerance, human rights and non-violence. This means devoting special attention to improving teacher training, curricula, the content of textbooks and lessons, and other educational materials including new educational technologies, with a view to educating caring and responsible citizens open to other cultures, able to appreciate the value of freedom, respectful of human dignity and differences, and able to prevent conflicts or resolve them by non-violent means.

Article 5. Commitment to action

We commit ourselves to promoting tolerance and non-violence through programmes and institutions in the fields of education, science, culture and communication.

Article 6. International Day for Tolerance

In order to generate public awareness, emphasize the dangers of intolerance and react with renewed commitment and action in support of tolerance promotion and education, we solemnly proclaim 16 November the annual International Day for Tolerance.

(j) Integrated Framework of Action on Education for Peace, Human Rights and Democracy

(Approved by the General Conference of the United Nations Educational, Scientific and Cultural Organization, Paris, France, November 1995)

I. INTRODUCTION

1. This Integrated Framework of Action on Education for Peace, Human Rights and Democracy is intended to give effect to the Declaration adopted at the 44th session of the International Conference on Education. It suggests basic guidelines which could be translated into strategies, policies and plans of action at the institutional and national levels according to the conditions of different communities.

In a period of transition and accelerated change marked by the expression of intolerance, manifestations of racial and ethnic hatred, the upsurge of terrorism in all its forms and manifestations, discrimination, war and violence towards those regarded as "other" and the growing disparities between rich and poor, at international and national levels alike, action strategies must aim both at ensuring fundamental freedoms, peace, human rights, and democracy and at promoting sustainable and equitable economic and social development all of which have an essential part to play in building a culture of peace. This calls for a transformation of the traditional styles of educational action.

3. The international community has recently expressed its firm resolve to provide itself with instruments adapted to the current challenges in the world in order to act in a concerted and effective way. The Vienna Declaration and Programme of Action for Human Rights adopted by the World Conference on Human Rights (Vienna, June 1993), the World Plan of Action on Education for Human Rights and Democracy adopted by the International Congress on Education for Human Rights and Democracy (Montreal, March 1993), and the Associated Schools Project Strategy and Plan of Action 1994-

2000 are, in this respect, attempts to respond to the challenge of promoting peace, human rights, democracy and development.

4. Taking inspiration from the Recommendation on Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, this Framework of Action seeks to suggest to Member States and international governmental and non-governmental organizations an up-to-date and integrated view of problems and strategies concerning education for peace, human rights and democracy. It was drawn up at the request of the General Conference at its twenty-seventh session, taking into account existing action plans, and its purpose is to enhance their practical relevance and effectiveness. The idea then is to draw on accumulated experience in order to chart new directions for the education of citizens in every country. The Framework of Action accordingly identifies principles and objectives of action and formulates proposals for the consideration of policy-makers within each State and for co-operation between countries on the basis of the commitments contained in the Declaration, to which it is closely linked. It also attempts to bring together into a coherent whole the various measures aimed at defining study topics, realigning education at all levels, rethinking methods and reviewing teaching materials in use, stimulating research, developing teacher training and helping to make the education system more open to society by means of active partnership.

5. All human rights are universal, indivisible, interdependent and interrelated. The strategies of action for their implementation must take specific historic, religious and cultural considerations into account.

II. Aims of education for peace, human rights and democracy

6. The ultimate goal of education for peace, human rights and democracy is the development in every individual of a sense of universal values and types of behaviour on which a culture of peace is predicated. It is possible to identify even in different socio-cultural contexts values that are likely to be universally recognized.

7. Education must develop the ability to value freedom and the skills to meet its challenges. This means preparing citizens to cope with difficult and uncertain situations and fitting them for personal autonomy and responsibility. Awareness of personal responsibility must be linked to recognition of the value of civic commitment, of joining together with others to solve problems and to work for a just, peaceful and democratic community.

8. Education must develop the ability to recognize and accept the values which exist in the diversity of individuals, genders, peoples and

cultures and develop the ability to communicate, share and co-operate with others. The citizens of a pluralist society and multicultural world should be able to accept that their interpretation of situations and problems is rooted in their personal lives, in the history of their society and in their cultural traditions; that, consequently, no individual or group holds the only answer to problems; and that for each problem there may be more than one solution. Therefore, people should understand and respect each other and negotiate on an equal footing, with a view to seeking common ground. Thus education must reinforce personal identity and should encourage the convergence of ideas and solutions which strengthen peace, friendship and solidarity between individuals and people.

9. Education must develop the ability of non-violent conflict-resolution. It should therefore promote also the development of inner peace in the minds of students so that they can establish more firmly the qualities of tolerance, compassion, sharing and caring.

10. Education must cultivate in citizens the ability to make informed choices, basing their judgements and actions not only on the analysis of present situations but also on the vision of a preferred future.

11. Education must teach citizens to respect the cultural heritage, protect the environment, and adopt methods of production and patterns of consumption which lead to sustainable development. Harmony between individual and collective values and between immediate basic needs and long-term interests is also necessary.

12. Education should cultivate feelings of solidarity and equity at the national and international levels in the perspective of a balanced and long-term development.

III. Strategies

13. In order to achieve these aims, the strategies and forms of action of education systems will clearly need to be modified, as necessary, in respect both of teaching and of administration. Furthermore, providing basic education for all, and promoting the rights of women as an integral and indivisible part of universal human rights, are fundamental in education for peace, human rights and democracy.

14. Strategies relating to education for peace, human rights and democracy must:

a—be comprehensive and holistic, which means addressing a very broad range of factors some of which are described in more detail below;

b—be applicable to all types, levels and forms of education;

c—involve all educational partners and various agents of socialization, including NGOs and community organizations;

d—be implemented locally, nationally, regionally and worldwide;

e—entail modes of management and administration, co-ordination and assessment that give greater autonomy to educational establishments so that they can work out specific forms of action and linkage with the local community, encourage the development of innovations and foster active and democratic participation by all those concerned in the life of the establishment;

f—be suited to the age and psychology of the target group and taken account of the evolution of the learning capacity of each individual;

g—be applied on a continuous and consistent basis. Results and obstacles have to be assessed, in order to ensure that strategies can be continuously adapted to changing circumstances;

h—include proper resources for the above aims, for education as a whole and especially for marginalized and disadvantaged groups.

15. The degree of change required, priorities for action and the sequence of actions should be determined at all decision-making levels taking into account different historical backgrounds, cultural traditions and development levels of regions and countries, and even within countries.

IV. Policies and lines of action

16. The incorporation into curricula at all levels of education, formal and non-formal, of lessons on peace, human rights and democracy is of crucial importance.

Content of education

17. To strengthen the formation of values and abilities such as solidarity, creativity, civic responsibility, the ability to resolve conflicts by

non-violent means, and critical acumen, it is necessary to introduce into curricula, at all levels, true education for citizenship which includes an international dimension. Teaching should particularly concern the conditions for the construction of peace; the various forms of conflict, their causes and effects; the ethical, religious and philosophical bases of human rights, their historical sources, the way they have developed and how they have been translated into national and international standards, such as in the Universal Declaration of Human Rights, the Convention on the Elimination of All Forms of Discrimination against Women and the Convention on the Rights of the Child; the bases of democracy and its various institutional models; the problem of racism and the history of the fight against sexism and all the other forms of discrimination and exclusion. Particular attention should be devoted to culture, the problem of development and the history of every people, as well as to the role of the United Nations and international institutions. There must be education for peace, human rights and democracy. It cannot, however, be restricted to specialized subjects and knowledge. The whole of education must transmit this message and the atmosphere of the institution must be in harmony with the application of democratic standards. Likewise, curriculum reform should emphasize knowledge, understanding and respect for the culture of others at the national and global level and should link the global interdependence of problems to local action. In view of religious and cultural differences, every country may decide which approach to ethical education best suits its cultural context.

Teaching materials and resources

18. All people engaged in educational action must have adequate teaching materials and resources at their disposal. In this connection, it is necessary to make the necessary revisions to textbooks to get rid of negative stereotypes and distorted views of "the other". International co-operation in producing textbooks could be encouraged. Whenever new teaching materials, textbooks and the like are to be produced, they should be designed with due consideration of new situations. The textbooks should offer different perspectives on a given subject and make transparent the national or cultural background against which they are written. Their content should be based on scientific findings. It would be desirable for the documents of UNESCO and other United Nations institutions to be widely distributed and used in educational establishments, especially in countries where the production of teaching materials is proving slow owing to economic difficulties. Distance education technologies and all modern communication tools must be placed at the service of education for peace, human rights and democracy.

Programmes for reading, expression and the promotion of foreign languages

19. It is essential for the development of education for peace, human rights and democracy that reading, and verbal and written expression programmes, should be considerably strengthened. A comprehensive grasp of reading, writing and the spoken word enables citizens to gain access to information, to understand clearly the situation in which they are living, to express their needs, and to take part in activities in the social environment. In the same way, learning foreign languages offers a means of gaining a deeper understanding of other cultures, which can serve as a basis for building better understanding between communities and between nations. UNESCO's LINGUAPAX project could serve as an example in that respect.

Educational establishments

20. Proposals for educational change find their natural place in schools and classrooms. Teaching and learning methods, forms of action and institutional policy lines have to make peace, human rights and democracy both a matter of daily practice and something that is learned. With regard to methods, the use of active methods, group work, the discussion of moral issues and personalized teaching should be encouraged. As for institutional policy lines, efficient forms of management and participation must promote the implementation of democratic school management, involving teachers, pupils, parents and the local community as a whole.

21. Direct contacts and regular exchanges should be promoted between pupils, students, teachers and other educators in different countries or cultural environments, and visits should be organized to establishments where successful experiments and innovations have been carried out, particularly between neighbouring countries. Joint projects should be implemented between establishments and institutions from different countries, with a view to solving common problems. International networks of pupils, students and researchers working towards the same objectives should also be set up. Such networks should, as a matter of priority, ensure that schools in particularly difficult situations due to extreme poverty or insecurity should take part in them. With this in mind, it is essential to strengthen and develop the UNESCO Associated Schools System. All these activities, within the limits of available resources, should be introduced as an integral component of teaching programmes.

22. The reduction of failure must be a priority. Therefore, education should be adapted to the individual student's potential. The development of

self-esteem, as well as strengthening the will to succeed in learning, are also basic necessities for achieving a higher degree of social integration. Greater autonomy for schools implies greater responsibility on the part of teachers and the community for the results of education. However, the different development levels of education systems should determine the degree of autonomy in order to avoid a possible weakening of educational content.

Teacher training

23. The training of personnel at all levels of the education system—teachers, planners, managers, teacher educators—has to include education for peace, human rights and democracy. This pre-service and in-service training and retraining should introduce and apply *in situ* methodologies, observing experiments and evaluating their results. In order to perform their tasks successfully, schools, institutions of teacher education and those in charge of non-formal education programmes should seek the assistance of people with experience in the fields of peace, human rights and democracy (politicians, jurists, sociologists and psychologists) and of the NGOs specialized in human rights. Similarly, pedagogy and the actual practice of exchanges should form part of the training courses of all educators.

24. Teacher education activities must fit into an overall policy to upgrade the teaching profession. International experts, professional bodies and teachers unions should be associated with the preparation and implementation of action strategies because they have an important role to play in the promotion of a culture of peace among teachers themselves.

Action on behalf of vulnerable groups

25. Specific strategies for the education of vulnerable groups and those recently exposed to conflict or in a situation of open conflict are required as a matter of urgency, giving particular attention to children at risk and to girls and women subjected to sexual abuse and other forms of violence. Possible practical measures could include, for example, the organization outside the conflict zone of specialized forums and workshops for educators, family members and mass media professionals belonging to the conflicting groups and an intensive training activity for educators in post-conflict situations. Such measures should be undertaken in co-operation with governments whenever possible.

26. The organization of education programmes for abandoned children, street children, refugee and displaced children and economically and sexually exploited children is a matter of urgency.

27. It is equally urgent to organize special youth programmes, laying emphasis on participation by children and young people in solidarity actions and environmental protection.

28. In addition, efforts should be made to address the special needs of people with learning difficulties by providing them with relevant education in a non-exclusionary and integrated educational setting.

29. Furthermore, in order to create understanding between different groups in society, there must be respect for the educational rights of persons belonging to national or ethnic, religious and linguistic minorities, as well as indigenous people, and this must also have implications in the curricula and methods as well as in the way education is organized.

Research and development

30. New problems require new solutions. It is essential to work out strategies for making better use of research findings, to develop new teaching methods and approaches and to improve co-ordination in choosing research themes between research institutes in the social sciences and education in order to address in a more relevant and effective way the complex nature of education for peace, human rights and democracy. The effectiveness of educational management should be enhanced by research on decision-making by all those involved in the educational process (government, teachers, parents, etc.). Research should also be focused on finding new ways of changing public attitudes towards human rights, in particular towards women, and environmental issues. The impact of educational programmes may be better assessed by developing a system of indicators of results, setting up data banks on innovative experiments, and strengthening systems for disseminating and sharing information and research findings, nationally and internationally.

Higher education

31. Higher education institutions can contribute in many ways to education for peace, human rights and democracy. In this connection, the introduction into the curricula of knowledge, values and skills relating to peace, human rights, justice, the practice of democracy, professional ethics, civic

commitment and social responsibility should be envisaged. Educational institutions at this level should also ensure that students appreciate the interdependence of States in an increasingly global society.

Co-ordination between the education sector and other agents of socialization

32. The education of citizens cannot be the exclusive responsibility of the education sector. If it is to be able to do its job effectively in this field, the education sector should closely cooperate, in particular, with the family, the media, including traditional channels of communication, the world of work and NGOs.

33. Concerning co-ordination between school and family, measures should be taken to encourage the participation of parents in school activities. Furthermore, education programmes for adults and the community in general in order to strengthen the school's work are essential.

34. The influence of the media in the socialization of children and young people is increasingly being acknowledged. It is, therefore, essential to train teachers and prepare students for the critical analysis and use of the media, and to develop their competence to profit from the media by a selective choice of programmes. On the other hand, the media should be urged to promote the values of peace, respect for human rights, democracy and tolerance, in particular by avoiding programmes and other products that incite hatred, violence, cruelty and disrespect for human dignity.

Non-formal education of young people and adults

35. Young people who spend a lot of time outside school and who often do not have access to the formal education system, or to vocational training or a job, as well as young people doing their military service, are a very important target group of education programmes for peace, human rights and democracy. While seeking improved access to formal education and vocational training it is therefore essential for them to be able to receive non-formal education adapted to their needs, which would prepare them to assume their role as citizens in a responsible and effective way. In addition, education for peace, human rights and respect for the law has to be provided for young people in prisons, reformatories or treatment centres.

36. Adult education programmes—in which NGOs have an important role to play—should make everyone aware of the link between local living

conditions and world problems. Basic education programmes should attach particular importance to subject-matter relating to peace, human rights and democracy. All culturally suitable media such as folklore, popular theatre, community discussion groups and radio should be used in mass education.

Regional and international co-operation

37. The promotion of peace and democracy will require regional co-operation, international solidarity and the strengthening of co-operation between international and governmental bodies, non-governmental organizations, the scientific community, business circles, industry and the media. This solidarity and co-operation must help the developing countries to cater for their needs for promoting education for peace, human rights and democracy.

38. UNESCO should place its institutional capability, and in particular its regional and international innovation networks, at the service of the efforts to give effect to this Framework of Action. The Associated Schools Project, the UNESCO Clubs and Associations, the UNESCO Chairs, the major education projects for Africa, Asia and the Pacific, Latin America and the Caribbean, the Arab States and Europe, the follow-up bodies of the Jomtien World Conference, and in particular the regional and international conferences of ministers of education should make specific contributions. In these efforts, especially at national level, the active participation of National Commissions for UNESCO should be a strategic asset in enhancing the effectiveness of the actions proposed.

39. UNESCO should introduce questions relating to the application of this Framework of Action at meetings to be held at the highest level regionally and internationally, develop programmes for the training of educational personnel, strengthen or develop networks of institutions, and carry out comparative research on teaching programmes, methods and materials. In accordance with the commitments set forth in the Declaration on Education for Peace, Human Rights and Democracy, the programmes should be evaluated on a regular basis.

40. In this context, UNESCO, in line with the United Nations actions such as "Agenda for Peace", "Agenda for Development", "Agenda 21", "Social Summit" and the "Fourth World Conference on Women", should launch initiatives to implement this operation with other institutions in the United Nations system and other regional and international organizations, so as to establish a global plan of activities and set priorities for joint, co-ordinated action. This could include a UNESCO-managed fund for international co-operation in education for peace, human rights and democracy.

41. National and international non-governmental organizations should be encouraged to participate actively in the implementation of this Framework of Action.

(*k*) Declaration on the Responsibilities of the Present Generation Towards Future Generations

(*Adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organization, Paris, France, 12 November 1997*)

Article 10. Development and Education

[. . .]

Education is an important instrument for the development of human persons and societies. It should be used to foster peace, justice, understanding, tolerance and equality for the benefit of present and future generations.

b. International Labour Organisation (ILO)

(1) *Treaties*

(*a*) Convention Concerning Discrimination in Respect of Employment and Occupation (Convention No. 111)

(*Adopted by the General Conference of the International Labour Organisation, 25 June 1958. Entry into force June 1960, ratified by 128 States as of 1 January 1998*)

Article 2

Each member for which this Convention is in force undertakes to declare and pursue a national policy designed to promote, by methods appropriate to national conditions and practice, equality of opportunity and treatment in respect of employment and occupation, with a view to eliminating any discrimination in respect thereof.

Article 3

Each member for which this Convention is in force undertakes, by methods appropriate to national conditions and practice:

(*a*) To seek the co-operation of employers' and workers' organizations and other appropriate bodies in promoting the acceptance and observance of this policy;

(*b*) To enact such legislation and to promote such educational programmes as may be calculated to secure the acceptance and observance of the policy [. . .];

[. . .]

(*b*) Convention Concerning Paid Educational Leave (Convention No. 140)

(*Adopted by the General Conference of the International Labour Organisation, 24 June 1974. Entry into force September 1976, ratified by 29 States as of 1 January 1998*)

Article 2

Each member shall formulate and apply a policy designed to promote, by methods appropriate to national conditions and practice and by stages as necessary, the granting of paid educational leave for the purpose of:

(*a*) training at any level;

(*b*) general, social and civic education;

(*c*) trade union education.

Article 3

That policy shall be designed to contribute, on differing terms as necessary:

[. . .]

(*b*) to the competent and active participation of workers and their representatives in the life of the undertaking and of the community;

(*c*) to the human, social and cultural advancement of workers; and

(*d*) generally, to the promotion of appropriate continuing education and training, helping workers to adjust to contemporary requirements.

(*c*) Convention Concerning Indigenous and Tribal Peoples in Independent Countries (Convention No. 169)

(*Adopted by the General Conference of the International Labour Organisation, 27 June 1989. Entry into force September 1991, ratified by 10 States as of 1 January 1998*)

Article 30

1. Governments shall adopt measures appropriate to the traditions and cultures of the peoples concerned, to make known to them their rights and duties, especially in regard to labour, economic opportunities, education and health matters, social welfare and their rights deriving from this Convention.

2. If necessary, this shall be done by means of written translation and through the use of mass communications in the languages of these peoples.

Article 31

Educational measures shall be taken among all sections of the national community, and particularly among those that are in most direct contact with the peoples concerned, with the object of eliminating prejudices that they may harbour in respect of these peoples. To this end, efforts shall be made to ensure that history textbooks and other educational materials provide a fair, accurate and informative portrayal of the societies and cultures of these peoples.

(2) *Declarations, Recommendations and Other Instruments*

(*a*) Recommendation Concerning Vocational Guidance and Vocational Training in the Development of Human Resources (Recommendation No. 150)

(*Adopted by the General Conference of the International Labour Organisation, 23 June 1975*)

Policies and Programmes

4. (1) Members should adopt and develop comprehensive and co-ordinated policies and programmes of vocational guidance and vocational training [. . .].

4. (6) Such policies and programmes should have as objectives:

[. .]

(*f*) to assist persons in their quest for satisfaction at work, for individual achievement and self-expression, and for the betterment of their lot in life through their own efforts to improve the quality or modify the nature of their contribution to economy;

(*g*) to achieve social, cultural and economic advancement and continuing adjustment to change, with the participation of all concerned in reshaping the work requirements;

(*h*) to achieve the full participation of all groups in society in the process of development and in sharing the benefits deriving from it.

B. INTERNATIONAL LAW OF ARMED CONFLICT

1. Geneva Convention for the Amelioration of the Condition of the Wounded and Sick in Armed Forces in the Field

(*Adopted by the Diplomatic Conference for the Establishment of International Conventions for the Protection of Victims of War, 12 August 1949. Entry into force October 1950, ratified by 188 States as of 1 January 1998*)

Article 47

The High Contracting Parties undertake, in time of peace as in time of war, to disseminate the text of the present Convention as widely as possible in their respective countries, and, in particular, to include the study thereof in their programmes of military and, if possible, civil instruction, so that the principles thereof may become known to the entire population, in particular to the armed fighting forces, the medical personnel and the chaplains.

2. Geneva Convention for the Amelioration of the Condition of the Wounded, Sick and Shipwrecked Members of Armed Forces at Sea

(*Adopted by the Diplomatic Conference for the Establishment of International Conventions for the Protection of Victims of War, 12 August 1949. Entry into force October 1950, ratified by 188 States as of 1 January 1998*)

Article 48

The High Contracting Parties undertake, in time of peace as in time of war, to disseminate the text of the present Convention as widely as possible in their respective countries, and, in particular, to include the study thereof in their programmes of military and, if possible, civil instruction, so that the principles thereof may become known to the entire population, in particular to the armed fighting forces, the medical personnel and the chaplains.

3. Geneva Convention relative to the Treatment of Prisoners of War

(*Adopted by the Diplomatic Conference for the Establishment of International Conventions for the Protection of Victims of War, 12 August 1949. Entry into force October 1950, ratified by 188 States as of 1 January 1998*)

Article 127

The High Contracting Parties undertake, in time of peace as in time of war, to disseminate the text of the present Convention as widely as possible in their respective countries, and, in particular, to include the study thereof in

their programmes of military and, if possible, civil instruction, so that the principles thereof may become known to all their armed forces and to the entire population.

Any military or other authorities, who in time of war assume responsibilities in respect of prisoners of war, must possess the text of the Convention and be specially instructed as to its provisions.

4. Geneva Convention relative to the Protection of Civilian Persons in Time of War

(*Adopted by the Diplomatic Conference for the Establishment of International Conventions for the Protection of Victims of War, 12 August 1949. Entry into force October 1950, ratified by 188 States as of 1 January 1998*)

Article 144

The High Contracting Parties undertake, in time of peace as in time of war, to disseminate the text of the present Convention as widely as possible in their respective countries, and, in particular, to include the study thereof in their programmes of military and, if possible, civil instruction, so that the principles thereof may become known to the entire population.

Any civilian, military, police or other authorities, who in time of war assume responsibilities in respect of protected persons, must possess the text of the Convention and be specially instructed as to its provisions.

5. Protocol Additional to the Geneva Conventions of 12 August 1949, and relating to the Protection of Victims of International Armed Conflicts (Protocol I)

(*Adopted by the Diplomatic Conference on the Reaffirmation and Development of International Humanitarian Law applicable in Armed Conflicts, 8 June 1977. Entry into force December 1978, ratified by 148 States as of 1 January 1998*)

Article 83.—Dissemination

1. The High Contracting Parties undertake, in time of peace and in time of armed conflict, to disseminate the Conventions and this Protocol as

widely as possible in their respective countries and, in particular, to include the study thereof in their programmes of military instruction and to encourage the study thereof by the civilian population, so that those instruments may become known to the armed forces and to the civilian population.

2. Any military or civilian authorities who, in time of armed conflict, assume responsibilities in respect of the application of the Conventions and this Protocol shall be fully acquainted with the text thereof.

6. Protocol Additional to the Geneva Conventions of 12 August 1949, and relating to the Protection of Victims of Non-International Armed Conflicts (Protocol II)

(*Adopted by the Diplomatic Conference on the Reaffirmation and Development of International Humanitarian Law applicable in Armed Conflicts, 8 June 1977. Entry into force December 1978, ratified by 140 States as of 1 January 1998*)

Article 19.--Dissemination

This Protocol shall be disseminated as widely as possible.

Part III

REGIONAL INSTRUMENTS

A. EUROPEAN UNION

1. Resolution of the European Parliament on Freedom of Education in the European Community

(14 March 1984)

The European Parliament,

[. . .]

Calls for recognition within the European Community of the following principles:

[. . .]

5. The purpose of education and teaching shall be to enable the individual to develop fully and to promote respect for human rights and fundamental freedoms.

2. Resolution of the Council and the Representatives of the Governments of the Member States meeting within the Council on the fight against racism and xenophobia

(29 May 1990)

The Council of the European Communities and the Representatives of the Governments of the Member States, meeting within the Council,

[. . .]

4. *Consider* that an effective preventive information and education policy is of considerable importance in the fight against racism and xenophobia, and, in this context:

(*a*) in the field of information:

(i) note that the Commission, in compliance with Article 4 of the EEC Treaty:

— will make a comparative assessment of the legal instruments implemented in the various Member States to combat all forms of discrimination, racism and xenophobia and incitement to hatred and racial violence,

— will contribute to improved dissemination of information on these legal instruments,

— will promote demoscopic studies on the perception of democratic values and on the states of relations between the various communities living in Europe;

(ii) invite the Member States to:

— draw attention to the role that the media can play in eliminating racial prejudice and promoting harmonious relations between the various communities living in Europe; encourage reflection on information when faced with instances of violence, particularly of a racial nature;

(*b*) in the field of education and young people:

(i) expect that the action taken to:

— promote a European dimension in education tailored to the specific situation of each Member State, such as will develop civic-mindedness and the values of pluralism and tolerance,

— promote exchange programmes for young people as a means of encouraging tolerance and understanding,

— develop and extend current community cooperation aimed at improving the education of migrant workers' children,

will make a significant contribution to, *inter alia*, reducing xenophobia and promoting and encouraging tolerance and mutual understanding;

(ii) recall the action taken already in this context, namely the:

— resolution of the Council and the Ministers of Education, meeting within the Council, of 24 May 1988 on the European dimension in education,

— Council decision 88/348/EEC of 16 June 1988 adopting an action programme for the promotion of youth exchanges in the Community — 'Youth for Europe' programme,

— Council Directive 77/486/EEC of 25 July 1977 on the education of the children of migrant workers,

— actions to promote modern language teaching, actions for the schooling of the children of migrant workers and Community measures for the benefit of their languages and cultures of origin;

(iii) invite the Member States to:

— encourage the civic and vocational training of teachers, particularly in areas with a large immigrant population, in order to introduce them to the characteristics of the various origins and cultures of their pupils and students,

[. . .]

3. Decision of the European Parliament and of the Council adopting the third phase of the "Youth for Europe" programme

(818/95/EC, 14 March 1995)

The European Parliament and the Council of the European Union,

[. . .]

Whereas the conclusions of the Edinburgh European Council, meeting on 11 and 12 December 1992, reiterated at the Copenhagen European Council, meeting on 21 and 22 June 1993, underline the requirement that activities taken to develop the independence and creativity of young people must be maintained and that vigorous and effective measures must be taken to combat exclusion and racism, particularly through the education of young people;

Whereas youth exchanges are an appropriate method for improving understanding and becoming better acquainted with the diverse cultures of the Member States, and therefore help strengthen democracy, tolerance, and cohesion in the Community and with a view to create a climate of solidarity; whereas, in that context, young people's active participation in preparing, implementing and monitoring their own projects can be used to underpin the relations within young people in the Community and their active citizenship;

[. . .]

Have decided as follows:

Article 1

Establishment of the "Youth for Europe" Programme (third phase)

1. This Decision establishes the Community action programme 'Youth for Europe (third phase)', as described in the Annex and hereinafter referred to as 'the programme', concerning cooperation policy in the youth field, including youth exchanges within the Community and with non-member countries.

The programme is adopted for the period from 1 January 1995 to 31 December 1999.

2. The framework of this Decision shall concern measures implemented by the Member States for young people in the specific socio-pedagogical context of the youth field and aimed at achieving all or part of the following:

— enabling young people to become aware of the importance of democracy in the organization of society and thus encouraging them to play an active part in its institutions,

— encouraging independence, creativity and an entrepreneurial spirit among young people, in particular at the social, civic, cultural and environmental levels,

— allowing young people to express their opinions on the organization of society and encourage the various public authorities involved to take heed thereof,

— making young people aware that it is important to ensure equal opportunities for men and women and to encourage women to lead an active life in all sectors of society,

— promoting an awareness of the dangers relating to exclusion, including racism and xenophobia, through socio-educational measures for and by young people,

— encouraging young people to find out about, become aware of and recognize the intrinsic value of cultural diversity,

[. . .]

— encouraging young people to take an active part in society via non-profit-making associations and organizations.

4. Resolution of the Council and of the Representatives of the Member States' Governments meeting within the Council on the response of educational systems to the problems of racism and xenophobia

(95/C 312/01, 23 October 1995)

II. The role of the educational system in contributing to the struggle against racist and xenophobic attitudes

[. . .]

[. . .] European educational systems should continue as well as enhance their efforts at promoting education in values which encourage attitudes of solidarity and tolerance, as well as respect for democracy and human rights.

Educational systems are able to make a valuable contribution to the promotion of respect, tolerance and solidarity towards individuals or collectivities of different ethnic or cultural origin or religious belief by measures such as the following:

— use of teaching materials (manuals, texts, audio visual resources, etc.) reflecting the cultural diversity of European society,

— specific integration initiatives aimed at pupils and students who, given their social situation, may be susceptible to racist and/or xenophobic influences. In particular, specific programmes should be implemented in areas where the incidence of social exclusion is most pronounced,

— reinforcing areas of education which can help provide a better understanding of the nature of a multicultural society, in particular, history, human sciences and language teaching,

— promoting the formation of partnerships between educational establishments and between pupils with the aim of encouraging activities which will check the growth of racist and xenophobic attitudes.

The teacher plays a critical role in forming pupils' attitudes from an early age. The new challenges posed by teaching children with very different social and cultural backgrounds makes a significant professional demand on

teachers. Within this context, the education and development of present and future teachers is an important area for cooperation between Member States.

Exchange of experience, in order to take advantage of cultural diversity between different educational institutions, contribute to the improvement of cooperation in education.

The administration of schools plays a very important role in promoting acceptance of and respect for other cultures. However, schools alone cannot resolve the problems concerned. Cooperation between schools and their environment is therefore desirable. Educational establishments, particularly schools, can promote partnerships with representatives of parents, teachers and children, enhancing the quality of the education in various school activities and enabling schools to be a meeting-point for families of diverse origin.

In conclusion, *the Council and Representatives of the Member States' Governments*:

Invite the Member States:

1. to foster the provision of education and training of quality, enabling all children to fulfil their potential and play a role in the community;

2. to enhance the flexibility of educational systems so that they can respond to complex situations and thus promote plurality in curricula;

3. to promote educational and curricular innovations which contribute to the development of concepts such as peace, democracy, respect and equality between cultures, tolerance, cooperation, etc. and encourage the preparation of educational materials designed to foster attitudes and values favourable to understanding and tolerance;

4. to encourage initiatives promoting cooperation between schools and their local communities;

Invite the Commission, in cooperation with the Member States:

1. to exploit fully and ensure coherence among all Community programmes which promote education and training aspects of the struggle against racism and xenophobia, in particular those which assist initiatives among the local community;

2. to exploit in particular the parts of the Socrates programme involved with the problems concerned, including school partnerships, exchanges of experience on intercultural matters and teacher training;

3. to assist in the exchange of experience by collecting and disseminating information about the contribution of European educational systems in combating racism and xenophobia and the integration of people of different ethnic, cultural and religious backgrounds;

4. to ensure that in the field of education appropriate cooperation in combating racism and xenophobia is achieved between the Community and international organizations, especially the Council of Europe.

5. Council Conclusions on a Strategy for Lifelong Learning

(97/C 7/02, 20 December 1996)

II. PRINCIPLES UNDERPINNING A STRATEGY FOR LIFELONG LEARNING

The principles underpinning a strategy for lifelong learning are derived from the fundamental aim of education and training to serve individual, cultural, social and economic well-being and to enhance the quality of life for all citizens. In this respect, the development of a strategy for lifelong learning should be informed by the following principles.

— lifelong learning initiatives should strike an appropriate balance between personal, cultural, civic and social dimensions, and economic and employment concerns. In addition, they should also include democratic principles and human rights values,

— each stage of education and training should contribute appropriately to the continuum of lifelong learning,

[. . .]

— lifelong learning should aim to promote individual abilities, enhance employability, make the best use of available human resources talent as well as contribute to the promotion of gender equality, the elimination of social exclusion and the promotion of active participation in democratic society [. . .]

6. Council Conclusions on Local Community Development through Education and Training

(97/C 70/02, 17 February 1997)

II. PRINCIPLES

The following principles should inform approaches to the promotion of local community development through education and training:

1. Empowering individuals and groups, through a process of information and education, to attain new levels of personal and social awareness;

2. Empowering people at local level to become involved in the identification of their needs and in developing within legal and budgetary frameworks learning and other programmes appropriate to those needs in a progressive and participative way, taking account of the potential of new information and communications technologies;

3. Fostering social inclusion by involving people actively in the political, economic, cultural and social dimensions of their society;

4. Promoting equality of rights and opportunities for all people in local communities.

[. . .]

7. Decision of the European Parliament and the Council establishing the Community action programme "European Voluntary Service for Young People"

(1686/98/EC, 20 July 1998)

The European Parliament and the Council of the European Union,

[. . .]

14. Whereas participation by young people in voluntary service activities constitutes a form of informal education, the quality of which will to a large extent be based on appropriate preparation activities including those of a linguistic and cultural nature, contributes to their further development and to broadening their horizons, promotes the development of their social skills, active citizenship and their active integration into society from an economic, social and cultural point of view and makes it possible to promote awareness of genuine European citizenship;

[. . .]

Have decided as follows:

Article 1

Establishment of the Programme

1. This Decision establishes the Community action programme 'European Voluntary Service for Young People', hereinafter referred to as the 'programme', concerning European voluntary service activities within the Community and in third countries for young people legally resident in a Member State.

The programme is adopted for the period from 1 January 1998 to 31 December 1999.

2. The Programme comes within the context of the general objectives of a cooperation policy in the youth field as set out in the Programme 'Youth for Europe' (Article 1(2)). It is intended, while respecting equal opportunities for men and women, to encourage mobility and solidarity among young people as part of active citizenship, to promote, and give them the chance of acquiring, informal education experience in a variety of sectors of activities, which may be one of the foundations of their future development, and to promote, through their participation in transnational activities of benefit to the community, an active contribution on their part to the ideals of democracy, tolerance and solidarity in the context of European integration and to cooperation between the European Community and the third countries.

[. . .]

B. ORGANIZATION OF AMERICAN STATES

1. American Declaration of the Rights and Duties of Man

(Adopted at Bogota, Colombia, 2 May 1948)

Article 12. Right to Education

Every person has the right to an education, which should be based on the principles of liberty, morality and human solidarity.

Likewise every person has the right to an education that will prepare him to attain a decent life, to raise his standard of living and to be a useful member of society.

[. . .]

2. American Convention on Human Rights: "Pact of San José, Costa Rica"

(Adopted at San José, Costa Rica, 22 November 1969. Entry into force July 1978, ratified by 25 States as of 1 January 1998)

Chapter III. Economic, Social and Cultural Rights

Article 26

PROGRESSIVE DEVELOPMENT. The States Parties undertake to adopt measures, both internally and through international cooperation, especially those of an economic and technical nature, with a view to achieving progressively, by legislation or other appropriate means, the full realization of the rights implicit in the economic, social, educational, scientific, and cultural standards set forth in the Charter of the Organization of American States as amended by the Protocol of Buenos Aires.

Chapter VII. Inter-American Commission on Human Rights

Section 2. Functions

Article 41

The main function of the Commission shall be to promote respect for and defense of human rights. In the exercise of its mandate, it shall have the following functions and powers:

(*a*) To develop an awareness of human rights among the peoples of America;

(*b*) To make recommendations to the governments of the member states, when it considers such actions advisable, for the adoption of progressive measures in favor of human rights within the framework of their domestic law and constitutional provisions as well as appropriate measures to further the observance of those rights;

[. . .];

(*d*) To request the governments of the member states to supply it with information on the measures adopted by them in matters of human rights;

(*e*) To respond, through the General Secretariat of the Organization of American States, to inquiries made by the member states on matters related to human rights and, within the limits of its possibilities, to provide those states with the advisory services they request;

[. . .]

Article 42

The States Parties shall transmit to the Commission a copy of each of the reports and studies that they submit annually to the executive committees of the Inter-American Economic and Social Council and the Inter-American Council for Education, Science and Culture, in their respective fields, so that the Commission may watch over the promotion of the rights implicit in the economic, social, educational, scientific, and cultural standards set forth in the Charter of the Organization of American States as amended by the Protocol of Buenos Aires.

3. Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights

(*Adopted at San Salvador, El Salvador, 17 November 1988. Not in force, ratified by 10 States as of 1 January 1998*)

Article 13. The Right to Education

[. . .]

2. The States Parties to this Protocol agree that education should be directed towards the full development of the human personality and human dignity and should strengthen respect for human rights, ideological plural-

ism, fundamental freedoms, justice and peace. They further agree that education ought to enable everyone to participate effectively in a democratic and pluralist society and achieve a decent existence and should foster understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups and promote activities for the maintenance of peace.

[. . .]

4. Inter-American Convention on the Prevention, Punishment, and Eradication of Violence Against Women: "Convention of Belém do Pará"

(Adopted at Belém do Pará, Brasil, 9 June 1994. Entry into force March 1995, ratified by 27 States as of 1 January 1998)

CHAPTER III. DUTIES OF STATES

Article 8

The States Parties agree to undertake progressively specific measures, including programs:

[. . .]

a. to modify social and cultural patterns of conduct of men and women, including the development of formal and informal educational programs appropriate to every level of the educational process, to counteract prejudices, customs and all other practices which are based on the idea of the inferiority or superiority of either of the sexes or on the stereotyped roles for men and women which legitimize or exacerbate violence against women;

b. to promote the education and training of all those involved in the administration of justice, police and other law enforcement officers as well as other personnel responsible for implementing policies for the prevention, punishment and eradication of violence against women;

[. . .]

C. COUNCIL OF EUROPE

1. Resolution (78)41 on the Teaching of Human Rights

(Adopted by the Committee of Ministers, 25 November 1978)

The Committee of Ministers,

Considering that the aim of the Council of Europe is the achievement of greater unity among its members, and that one of the most important methods by which that aim is to be pursued is the maintenance and further realization of human rights and fundamental freedoms;

Considering moreover that the teaching of human rights is a valuable, and indeed necessary, means of ensuring that human rights are protected as effectively as possible;

Considering that within the Council of Europe, proposals are under study with the aim of promoting education and information in the field of human rights;

Taking the view that all individuals should, as early as possible, be aware of human rights and the ensuing responsibilities, and that consequently it is necessary to promote the teaching of those human rights and fundamental freedoms that characterize any truly democratic society;

Recommends that the governments of member states:

(*a*) take whatever measures are appropriate in the context of their educational systems to ensure that the teaching of human rights and fundamental freedoms is given an appropriate place in the curricula of teaching and training, initial and in-service, at all levels;

(*b*) invite appropriate university or other authorities to encourage the study of the international and national protection of human rights within the framework of the optional or compulsory curricula of different disciplines at university level;

(*c*) promote the teaching of the safeguard of human rights and the relevant protection machinery in an appropriate manner as part of training for members of the civil and military services.

2. Declaration Regarding Intolerance—A Threat to Democracy

(Adopted by the Committee of Ministers, 14 May 1981)

The Committee of Ministers of the Council of Europe,

I. convinced that tolerance and respect for the dignity and intrinsic equality of all human beings are the very basis of a democratic and pluralistic society [. . .]

IV. Decides [. . .]

iii) to promote an awareness of the requirements of human rights and the ensuing responsibilities in a democratic society, and to this end, in addition to human rights education, to encourage the creation in schools, from the primary level upwards, of a climate of active understanding of and respect for the qualities and culture of others.

3. Declaration on the Freedom of Expression and Information

(Adopted by the Committee of Ministers, 29 April 1982)

The member states of the Council of Europe,

[. . .]

III. Resolve to intensify their co-operation in order: [. . .]

(*b*) to promote, through teaching and education the effective exercise of the freedom of expression and information;

(*c*) to promote the free flow of information, thus contributing to international understanding, a better knowledge of convictions and traditions, respect for the diversity of opinions and the mutual enrichment of cultures

[. . .]

4. Recommendation R(79)16 to Member States on the Promotion of Human Rights Research in the Member States of the Council of Europe

(Adopted by the Committee of Ministers, 13 September 1979)

The Committee of Ministers, under the terms of Article 15.*b* of the Statute of the Council of Europe,

Considering that the aim of the Council of Europe is the achievement of greater unity among its members, and that one of the most important methods by which that aim is to be pursued is the maintenance and further realization of human rights and fundamental freedoms;

Considering that the teaching of human rights on the one hand, and research in the field of human rights on the other, are means of ensuring, through increased knowledge of the problem, respect of human rights;

Considering that within the Council of Europe, proposals are under study with the aim of promoting teaching, research and increased information in the field of human rights;

Recalling Resolution (78) 41 on the teaching of human rights;

Recalling moreover Resolution (78) 40 instituting Council of Europe fellowships for studies and research in the field of human rights;

Considering that human rights research should, like the development of the teaching of human rights, be encouraged at the national level;

Considering that, among the means of fostering such research, the award of fellowships for studies in the human rights field and the establishment and development of centres providing facilities for human rights studies and research would appear to be the most effective;

Considering that human rights research should be understood as bearing not only on the European Convention on Human Rights and the European Social Charter, but also on the protection and development of human rights at the national level and international level, both regional and universal;

Emphasizing moreover that research in this field should not necessarily be limited to legal studies but also concern the historical, sociological, psychological and economic aspects of human rights and the relationship of human rights to professional ethics and, where appropriate, should be carried out on an interdisciplinary basis;

Recommends to the governments of member states to take whatever measures are appropriate to:

— foster research in the field of human rights;

— provide, *inter alia*, in their research fellowships schemes, for the award of fellowships for human rights research;

— encourage, in appropriate fields, interdisciplinary research relating to human rights, by also providing in their research fellowships schemes for the possibility of collective fellowships for research teams;

— encourage the establishment and development, particularly in universities and the relevant professional institutions, of centres providing facilities for human rights studies and research.

5. Recommendation R(81)17 to Member States on Adult Education Policy

(Adopted by the Committee of Ministers, 6 November 1981)

The Committee of Ministers, under the terms of Article 15.*b* of the Statute of the Council of Europe,

[. . .]

Convinced that adult education is a fundamental factor of equality of educational opportunity and of cultural democracy, and therefore of particular importance for ensuring the promotion of equal status for women and men;

Underlining that adult education is also a powerful factor in the protection of democracy and the rights of individual and disadvantaged groups to the extent that it can enable people to make critical judgements and act consciously on the increasing flood of information,

Recommends the governments of member states:

a. to take into account, in the implementation of their policies for adult education, of the factors set out in the appendix or to draw them to the attention of the competent bodies concerned so that they can be considered and where appropriate, taken into account;

[. . .]

Appendix to Recommendation No. R(81)17

Factors to be considered in applying adult education

A. While respecting the variation, as between member states, of structures and of social, economic and administrative conditions, particularly in their educational systems, it is important, concerning the objective of adult education policy:

[. . .]

4. To promote, by means of adult education, the development of the active role and critical attitudes of women and men, as parents, producers, consumers, users of the mass media, citizens and members of their community;

[...]

6. Recommendation R(83)13 to Member States on the Role of the Secondary School in Preparing Young People for Life

(Adopted by the Committee of Ministers, 23 September 1983)

The Committee of Ministers, under the terms of Article 15.*b* of the Statute of the Council of Europe,

Having regard to the findings of Project No. 1 of the Council for Cultural Co-operation (CDCC) on secondary education, "Preparation for life" (1978-82);

Considering that Western Europe is undergoing a period of change and uncertainty, which varies in intensity from region to region;

Aware that many young people today are deeply concerned about the future, their roles in society and their chances of vocational training and work;

Believing that the future of European society depends on the ability and willingness of all its members:

i. to accept, preserve and promote human values, democracy and human rights;

ii. to further European co-operation, to display a sense of solidarity with the rest of the world and to work for peace;

iii. to understand and respect others, to be tolerant, to recognize the right to be different and to combat prejudice;

iv. to resolve conflict in an open and democratic manner;

[...]

Believing that these requirements can only be met by independent and responsible men and women;

Recognizing that, although the school is not the only source of education, it has, more than ever before, a crucial role to play in forming independent and responsible individuals;

Recommends the governments of member states,

a. to take account, in the implementation of their policies for secondary education, of the principles set out at the appendix hereto or to draw them to the attention of the competent bodies concerned so that they can be considered and where appropriate, taken into account;

b. to ensure that this recommendation is distributed as widely as possible among all persons and bodies concerned with secondary education.

Appendix to Recommendation No. R(83)13

Principles for the guidance of those responsible for programmes concerned with preparing young people to life

1. In preparing young people for life in society, special attention should be paid to their needs in the years just before and just after the end of compulsory education because:

i. these years are a period of intensive personal and social development;

ii. during them, all young people have to take momentous decisions about their future;

iii. in many member states, young people reach the age of majority a few years after the end of compulsory schooling.

2. Education systems should give all young people the opportunity to acquire essential knowledge, skills and attitudes in the following key areas, which are closely interdependent:

i. Preparation for life in a democratic society. This should cover human rights and fundamental freedoms, the duties and responsibilities of citizens, and politics and economics. It should help young people to participate in public life at local and national level and to understand international politics;

ii. Preparation for personal life. This should include fundamental values and personal, family and community relations. Young people should be given experience in personal decision-making, problem-solving and planning;

[...]

4. The preparation of young people for life will be facilitated by an active partnership between the school and other social institutions. In particular, the school could co-operate with advantage with:

i. the family, through close co-operation with parents;

ii. the local community, through community involvement in the life of the school and voluntary involvement by young people in the life of the community;

iii. social and political institutions, through discussions with leaders of public opinion, the study of and visits to local and national public institutions and appropriate out-of-school activities;

iv. other countries, through wide-ranging personal contacts, exchanges, and school twinning and correspondence. This will encourage the learning of foreign languages;

v. the world of work, through work experience and contacts with representatives of employers and of trade unions;

vi. The world of culture in the widest sense, through active participation in social, artistic and scientific activities and sport.

5. The ethos, curricula and management of schools should be such as to allow young people opportunities for practical experience of the exercise of democratic values. Where appropriate, young people should be given opportunities:

i. to participate in informed decision-making with those responsible for their education;

ii. to assume responsibilities towards themselves, their classmates, their school, their family, their peer groups and their community;

iii. to practise forms of delegation and representation;

iv. to join school councils and informal students' groups.

6. School staff should be helped, through appropriate initial and in-service training, to acquire the knowledge, attitudes and skills required for counselling and guidance. In particular, they should be encouraged:

i. to understand the psychological and affective needs of their pupils;

ii. to develop sensitive democratic leadership;

iii. to use, as a resource, the different cultural and social backgrounds of their pupils;

iv. to have knowledge and even experience of the world of work outside the education system.

7. Educational authorities should allow schools both the flexibility and the time that they will require if they are to establish a partnership with other social institutions and create opportunities for pupil participation.

[...]

7. Recommendation R(84)17 to Member States on Equality between Women and Men in the Media

(Adopted by the Committee of Ministers, 25 September 1984)

The Committee of Ministers, under the terms of Article 15.*b* of the Statute of the Council of Europe,

Considering that the aim of the Council of Europe is to achieve a greater unity between its members for the purpose of safeguarding and realizing the ideals and principles which are their common heritage;

Noting that these ideals and principles include equality between women and men;

Being aware that, as emphasized in the United Nations Convention on the elimination of all forms of discrimination against women, the promotion of equality between women and men necessarily presupposes a change in "the social and cultural patterns of conduct of men and women, with a view

to achieving the elimination of prejudices and customary and all other practices which are based on the idea of the inferiority or the superiority of either of the sexes or on stereotyped roles for men and women" (Article 5);

Recognizing that the media play an important part in forming social attitudes and values and offer immense potential as instruments of social change;

Referring to the work and the results of the Seminar on "the Contribution of the Media to the Promotion of Equality between Women and Men" organized by the Council of Europe in Strasbourg from 21 to 23 June 1983;

Bearing in mind the Convention for the Protection of Human Rights and Fundamental Freedoms;

Recalling its commitment to the principles of freedom of expression and the free flow of information as embodied, *inter alia*, in its Declaration of 29 April 1982, which enable men and women to understand political, social, economic and cultural questions better and discuss them more freely;

Emphasizing the principle prevailing in member states whereby media organizations are self-governing and independent of governments as regards particularly the content of programmes;

Recalling its Recommendation No. R(81)17 on adult education policy and Recommendation No. R(84)3 on the principles on television advertising,

Recommends that the governments of member states contribute to the promotion of equality between women and men in the electronic and printed media by taking appropriate steps with a view to implementing the following measures:

1. providing those responsible for the media with documentation and information on measures and/or initiatives taken by national authorities and, if possible, by any intergovernmental organizations to promote equality between women and men;

2. stimulating and, as far as possible, co-ordinating national research on public preferences and satisfaction in the matter of news and non-fiction programmes, with a breakdown according to sex, age, educational level, etc;

3. stimulating evaluation by national research of the impact and influence of entertainment programmes where sex stereotyping and prejudices are concerned;

4. encouraging research on the selection, perception and understanding of messages, and on the appropriate use of affective and rational forms of language;

5. promoting the development, possibly in co-operation with organizations such as the European Broadcasting Union (EBU), of adult education programmes to be broadcast through the media, particularly for sections of the population that are isolated from the major currents of public life, for example women in rural areas and women migrants. Programmes for these two and other target groups could be seen as part of the objectives of the "European Declaration on Cultural Objectives",[8]

6. encouraging adoption by the media organizations of positive action programmes to improve the situation of women, particularly at decision-making levels and in technical services;

7. developing channels of education and training facilities for women in the new media technology;

8. ensuring application of the principle of equal treatment between women and men as a result of rules laid down for the recruitment, training, remuneration, promotion and any other conditions of employment of persons employed in the media;

9. encouraging the presence of women in an equitable proportion in media supervisory and management bodies;

10. encouraging wider participation by women in talks and discussions broadcast by the media;

11. ensuring that in publicity campaigns sponsored in the media by the public authorities, the dignity of women is safeguarded and a positive image of them is projected and also that the factual reality of relationships between women and men based on partnership is reflected without any sexual stereotyping, and that any exploitation of the bodies of women and men to draw attention to goods or services is barred;

12. encouraging awareness in the media and among the general public of the problems of equality between women and men in the media, in particular by the nationwide organization of meetings and seminars on this question.

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[8] Adopted at the 4th Conference of European Ministers responsible for Cultural Affairs (Berlin, 23-25 May 1984)

8. Recommendation R(84)18 to Member States on the Training of Teachers in Education for Intercultural Understanding, Notably in a context of Migration[9]

(Adopted by the Committee of Ministers, 25 September 1984)

The Committee of Ministers, under the terms of Article 15.*b* of the Statute of the Council of Europe,

1. Having regard to the European Cultural Convention;

2. Recalling:

— its Resolution (70) 35 on "School education for the children of migrant workers";

— its Declaration regarding "Intolerance—a threat to democracy" (14 May 1981);

3. Bearing in mind Resolution No. 1 (1983) of the Standing Conference of European Ministers of Education, on "Migrants' education";

4. Noting Recommendation 786 (1976) of the Consultative Assembly of the Council of Europe on the education and cultural development of migrants;

5. Considering that the societies with multicultural features created in Europe by the population movements of recent decades are an irreversible and generally positive development, in that they may help to further closer links between the peoples of Europe as well as between Europe and other parts of the world;

6. Considering that flourishing relations in all fields require a fuller understanding of the cultures and ways of life of other peoples, as well as, in the event, of their common cultural heritage;

7. Considering that the presence in schools in Europe of millions of children from foreign cultural communities constitutes a source of enrichment and a major medium- and long-term asset, provided that education policies are geared to fostering open-mindedness and an understanding of cultural differences;

[9] When this recommendation was adopted, the Representative of the United Kingdom, in application of Article 10.2.c of the Rules of Procedure for the meetings of the Ministers' Deputies, reserved the right of her Government to comply with it or not.

8. Considering the essential role of teachers in helping such pupils to integrate into school and society, as well as in developing mutual understanding;

9. Considering it is necessary to prepare teachers for this important task;

10. Considering that, in order to fulfil this task, the training given to teachers should equip them to adopt an intercultural approach and be based on an awareness of the enrichment constituted by intercultural understanding and of the value and originality of each culture;

11. Considering that this intercultural approach should be adopted by all teachers in host countries and countries of origin alike, because it concerns all children;

12. Considering, too, that teachers issuing from migrant populations are particularly suited to creating with their pupils an educational process which takes account of the interaction of the features of their cultures of origin and of their host *milieu*,

I. Recommends:

A. ***that the governments of member States*** (within the context of their educational and legislative systems and their policies and available resources)

1. make the intercultural dimension and the understanding between different communities a feature of initial and in-service teacher-training, and in particular:

1.1. train teachers in such a way that they:

— become aware of the various forms of cultural expression present in their own national cultures, and in migrant communities;

— recognize that ethnocentric attitudes and stereotyping can damage individuals and, therefore, attempt to counteract their influence;

— realize that they too should become agents of a process of cultural exchange and develop and use strategies for approaching, understanding and giving due consideration to other cultures as well as educating their pupils to give due consideration to them;

— become aware of social exchanges existing between the country of origin and the host country not only in the cultural field but also in their historical dimension;

— become conscious of the economic, social, political and historical causes and effects of migration;

— become conscious too of the fact that the active participation of migrant children in two cultures and their access to intercultural understanding depend, to a great extent, on conditions of stay, work and education in the host country;

1.2. put at the disposal of student teachers and teachers all useful information on the cultures of countries of origin (for host countries) and of the host countries (for countries of origin);

1.3. make teachers and pupils more receptive to different cultures by, *inter alia*, incorporating into teacher-training the use of authentic materials[10] and artefacts in the classroom, thus enabling them to see their own culture in a new light;

1.4. help student teachers and teachers to understand and appreciate educational approaches other than those in their own countries;

1.5. make student teachers and teachers aware of the importance of direct contacts between school and parents (especially migrants) and train them to establish and maintain such contacts;

2. encourage the development and use of appropriate materials to support the intercultural approach in the training of teachers and in school in order to give a "truer" image of the different cultures of their pupils;

3. as far as possible, encourage the setting up of "intercultural resource centres" in which documents, information and various teaching aids relating to the different cultures concerned would be available, or encourage existing resource centres to act as such;

4. where appropriate, encourage the holding of national and international seminars and courses on the intercultural approach to education for teachers, teacher trainers, administrators and other persons involved in teacher-training, including welfare and labour officers who have close professional relations with migrant families.

[10] Any objects or documents which are in common use.

5. encourage the setting up of common in-service teacher-training courses for both host country and country of origin teachers as well as the training of teachers from the migrant community itself;

6. where appropriate, foster exchanges of student teachers, teachers and teacher trainers in order to promote better knowledge and understanding of different cultures and education systems;

7. promote the circulation of the material on intercultural education and training developed under the auspices of the Council of Europe;

B. ***that the governments of countries of origin***

1. provide teachers, before they leave to teach abroad, with sufficient knowledge of the language, culture and way of life of the host society;

2. prepare these teachers to take account of the fact that teaching their mother tongue to migrants' children in host countries requires an appropriate methodology and to act accordingly;

3. prepare these teachers to act also as intermediaries between school and parents in host countries;

4. pay attention, in teacher-training, to the educational problems, including linguistic ones, that can face migrant pupils should they return to the country of origin during their schooling;

C. ***that the governments of host countries***

1. include, in teacher-training, appropriate preparation for teaching the host language in a more effective way to children of other linguistic backgrounds and for better understanding the behaviour of pupils from countries where the culture and way of life differ from the host society;

2. where appropriate, endeavour to promote suitable opportunities for student teachers and teachers to acquire a basic knowledge of one of the languages of the countries of origin and to reflect upon this learning process, in order to open their minds to another culture and give them a better understanding of the difficulties experienced by migrant children;

3. where appropriate, give attention to the status of teachers from countries of origin, in accordance with national legislation, and to their role in the school community;

4. offer country of origin teachers training opportunities that will enhance their knowledge and understanding of the language, culture, way of life and education system of the host country;

5. encourage, concurrently, the recruitment of teachers from the migrant community to develop, in school curricula, a pedagogy which integrates cultural and linguistic elements of the country of origin in relation to the history of immigration and the culture of the host society;

II. Instructs the Secretary General to transmit this recommendation to the governments of those States party to the European Cultural Convention which are not members of the Council of Europe.

9. Recommendation R(85)7 to Member States on Teaching and Learning about Human Rights in Schools

(Adopted by the Committee of Ministers, 14 May 1985)

The Committee of Ministers, under the terms of Article 15.*b* of the Statute of the Council of Europe,

Considering that the aim of the Council of Europe is to achieve a greater unity between its members for the purpose of safeguarding and realizing the ideals and principles which are their common heritage;

Reaffirming the human rights undertakings embodied in the United Nations' Universal Declaration of Human Rights, the Convention for the Protection of Human Rights and Fundamental Freedoms and the European Social Charter,

Having regard to the commitments to human rights education made by member states at international and European conferences in the last decade;

Recalling:

— its own Resolution (78)41 on "The teaching of human rights";

— its Declaration on "Intolerance: a threat to democracy" of 14 May 1981;

— its Recommendation No. R(83)13 on "The role of the secondary school in preparing young people for life";

Noting Recommendation 963 (1983) of the Consultative Assembly of the Council of Europe on "Cultural and educational means of reducing violence",

Conscious of the need to reaffirm democratic values in the face of:

— intolerance, acts of violence and terrorism,

— the re-emergence of the public expression of racist and xenophobic attitudes,

— the disillusionment of many young people in Europe, who are affected by the economic recession and aware of the continuing poverty and inequality in the world,

Believing, therefore, that, throughout their school career, all young people should learn about human rights as part of their preparation for life in a pluralistic democracy,

Convinced that schools are communities which can, and should, be an example of respect for the dignity of the individual and for difference, for tolerance, and for equality of opportunity,

I. Recommends that the governments of member states, having regard to their national education systems and to the legislative basis for them:

a. encourage teaching and learning about human rights in schools in line with the suggestions contained in the appendix hereto;

b. draw the attention of persons and bodies concerned with school education to the text of this recommendation.

II. Instructs the Secretary General to transmit this recommendation to the governments of those states party to the European Cultural Convention which are not members of the Council of Europe.

Appendix to Recommendation No. R(85)7

Suggestions for teaching and learning about human rights in schools

1. *Human rights in the school curriculum*

1.1. The understanding and experience of human rights is an important element of the preparation of all young people for life in a democratic and pluralistic society. It is part of social and political education, and it involves intercultural and international understanding.

1.2. Concepts associated with human rights can, and should, be acquired from an early stage. For example, the non-violent resolution of conflict and respect for other people can already be experienced within the life of a pre-school or primary class.

1.3. Opportunities to introduce young people to more abstract notions of human rights, such as those involving an understanding of philosophical, political and legal concepts, will occur in the secondary school, in particular in such subjects as history, geography, social studies, moral and religious education, language and literature, current affairs and economics.

1.4. Human rights inevitably involve the domain of politics. Teaching about human rights should, therefore, always have international agreements and covenants as a point of reference, and teachers should take care to avoid imposing their personal convictions on their pupils and involving them in ideological struggles.

2. *Skills*

The skills associated with understanding and supporting human rights include:

i. *intellectual skills*, in particular:

— skills associated with written and oral expression, including the ability to listen and discuss, and to defend one's opinions;

— skills involving judgment, such as:

— the collection and examination of material from various sources, including the mass media, and the ability to analyse it and to arrive at fair and balanced conclusions;

— the identification of bias, prejudice, stereotypes and discrimination;

ii. *social skills*, in particular:

— recognizing and accepting differences;

— establishing positive and non-oppressive personal relationships;

— resolving conflict in a non-violent way;

— taking responsibility;

— participating in decisions;

— understanding the use of the mechanisms for the protection of human rights at local, regional, European and world levels.

3. *Knowledge to be acquired in the study of human rights*

3.1. The study of human rights in schools will be approached in different ways according to the age and circumstances of the pupil and the particular situations of schools and education systems. Topics to be covered in learning about human rights could include:

i. the main categories of human rights, duties, obligations and responsibilities;

ii. the various forms of injustice, inequality and discrimination, including sexism and racism;

iii. people, movements and key events, both successes and failures, in the historical and continuing struggle for human rights;

iv. the main international declarations and conventions on human rights, such as the Universal Declaration of Human Rights and the Convention for the Protection of Human Rights and Fundamental Freedoms.

3.2. The emphasis in teaching and learning about human rights should be positive. Pupils may be led to feelings of powerlessness and discouragement when confronted with many examples of violation and negations of human rights. Instances of progress and success should be used.

3.3. The study of human rights in schools should lead to an understanding of, and sympathy for, the concepts of justice, equality, freedom, peace, dignity, rights and democracy. Such understanding should be both cognitive and based on experience and feelings. Schools should, thus, provide opportunities for pupils to experience affective involvement in human rights and to express their feelings through drama, art, music, creative writing and audiovisual media.

4. *The climate of the school*

4.1. Democracy is best learned in a democratic setting where participation is encouraged, where views can be expressed openly and discussed, where there is freedom of expression for pupils and teachers, and where there is fairness and justice. An appropriate climate is, therefore, an essential complement to effective learning about human rights.

4.2. Schools should encourage participation in their activities by parents and other members of the community. It may well be appropriate for schools to work with non-governmental organizations which can provide information, case-studies and first-hand experience of successful campaigns for human rights and dignity.

4.3. Schools and teachers should attempt to be positive towards all their pupils, and recognize that all of their achievements are important — whether they be academic, artistic, musical, sporting or practical.

5. *Teacher training*

5.1. The initial training of teachers should prepare them for their future contribution to teaching about human rights in their schools. For example, future teachers should:

i. be encouraged to take an interest in national and world affairs;

ii. have the chance of studying or working in a foreign country or a different environment;

iii. be taught to identify and combat all forms of discrimination in schools and society and be encouraged to confront and overcome their own prejudices.

5.2. Future and practising teachers should be encouraged to familiarize themselves with:

i. the main international declarations and conventions on human rights;

ii. the working and achievements of the international organizations which deal with the protection and promotion of human rights, for example through visits and study tours.

5.3. All teachers need, and should be given the opportunity, to update their knowledge and to learn new methods through in-service training. This could include the study of good practice in teaching about human rights, as well as the development of appropriate methods and materials.

6. *International Human Rights Day*

Schools and teacher training establishments should be encouraged to observe International Human Rights Day (10 December).

10. European Prison Rules

(Adopted by Committee of Ministers Recommendation R(87)3, 12 February 1987)

55. [. . .]

4. The training of all personnel should include instruction in the requirements and application of the European Prison Rules and the European Convention on Human Rights.

[. . .]

11. Declaration on Equality of Women and Men

(Adopted by the Committee of Ministers, 16 November 1988)

Paragraph VII

The Council of Europe member states stress the importance for the achievement of the above-mentioned strategies of informing and educating people in a suitable way and making them realize the injustices and adverse effects of inequalities of rights, treatment and opportunities, together with the need for unrelenting vigilance in order to prevent or remedy any act or form of discrimination founded on sex [. . .].

12. Recommendation R(91)16 on the Training of Social Workers and Human Rights

(Adopted by the Committee of Ministers, 9 December 1991)

The Committee of Ministers, under the terms of Article 15.*b* of the Statute of the Council of Europe,

Considering that the aim of the Council of Europe is to achieve greater unity between members, in particular through the maintenance and further realization of human rights and fundamental freedoms;

Considering the obligations assumed by member states under the Convention for the Protection of Human Rights and Fundamental Freedoms and the European Social Charter;

Considering that the Council of Europe is already engaged in a wide programme of education, believing it to be a most important element in the promotion and protection of human rights;

Observing demographic, social and economic changes taking place in society;

Having regard to the fact that, as a result of these changes, social workers are often involved in the care of vulnerable members of society, and that furthermore they contribute to the development of social policy to improve the situation of those concerned;

Conscious of the complexity and importance of the burden this places on social workers who may be confronted with needs and conflicts within which the most profound human rights issues are raised;

Recalling that it has always had concern in:

— the training of social workers (Resolution (67) 16);

— promoting the teaching of human rights in different groups of society (Resolution (78) 41),

Recommends the governments of member states:

a. to encourage the relevant educational establishments to include a human rights dimension at all levels of the training of social workers;

b. to invite these establishments to plan their course content along the following lines:

i. understanding the role of social workers in a changing world;

ii. providing appropriate information on international instruments concerning human rights and the case-law of, *inter alia*, the European Commission and Court of Human Rights, relevant to social work;

iii. highlighting human rights problems by case-studies, thus enabling social workers to identify these problems in their daily choice and decision-making;

c. to draw to the attention of educators the need for continuing study and research with their students in the interpretation and development of human rights in a way which is adapted to their future duties;

d. to invite professional associations, and those responsible for and managing departments and institutions, to pay attention to the need for social workers to continue to follow developments in human rights;

e. to suggest that codes of professional ethics take into account the safeguarding of human rights and fundamental freedoms.

13. Recommendation R(94)12 on the Independence, Efficiency and Role of Judges

(Adopted by the Committee of Ministers, 13 October 1994)

The Committee of Ministers, under the terms of Article 15.*b* of the Statute of the Council of Europe,

Having regard to Article 6 of the Convention for the Protection of Human Rights and Fundamental Freedoms (hereinafter referred to as "the Convention") which provides that "everyone is entitled to a fair and public hearing within a reasonable time by an independent and impartial tribunal established by law"; [. . .]

Noting the essential role of judges and other persons exercising judicial functions in ensuring the protection of human rights and fundamental freedoms; [. . .]

Conscious of the desirability of ensuring the proper exercise of judicial responsibilities which are a collection of judicial duties and powers aimed at protecting the interests of all persons;

Recommends that governments of member states adopt or reinforce all measures necessary to promote the role of individual judges and the judiciary as a whole and strengthen their independence and efficiency, by implementing, in particular, the following principles: [. . .]

Principle V - Judicial responsibilities

1. In proceedings, judges have the duty to protect the rights and freedoms of all persons.

2. Judges have the duty and should be given the power to exercise their judicial responsibilities to ensure that the law is properly applied and cases are dealt with fairly, efficiently and speedily.

3. Judges should in particular have the following responsibilities: [. . .]

g. to undergo any necessary training in order to carry out their duties in an efficient and proper manner.

14. Framework Convention for the Protection of National Minorities

(Adopted by the Committee of Ministers, 1 February 1995. Entry into force February 1998, ratified by 17 States as of 1 January 1998)

Article 6

1. The Parties shall encourage a spirit of tolerance and intercultural dialogue and take effective measures to promote mutual respect and understanding and co-operation among all persons living on their territory, irrespective of those persons' ethnic, cultural, linguistic or religious identity, in particular in the fields of education, culture and the media.

[. . .]

15. Parliamentary Assembly Recommendation 1346—on human rights education

(Adopted by the Parliamentary Assembly, 26 September 1997)

1. The Convention for the Protection of Human Rights and Fundamental Freedoms, adopted by the member states of the Council of Europe almost fifty years ago, has contributed significantly to protecting citizens of Europe against acts and decisions of governments which prevented them from fully exercising their rights. It is hoped that the entry into force of Protocol No. 11 to the Convention will enhance the effectiveness of this protection.

2. Other Council of Europe conventions have also contributed to the protection of human rights in specific situations. The European Social Charter of 1961, the European Convention for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment of 1987 and the Framework Convention for the Protection of National Minorities of 1995, can be mentioned in this context.

3. The Council of Europe Youth Campaign against Racism, Xenophobia, Anti-Semitism and Intolerance showed that disrespect for and violations of, human rights are not only a matter of government policies but also depend on the attitudes of ordinary citizens in everyday life.

4. In addition, in several member states of the Council of Europe, there is still a certain lack of human rights culture and a failure to understand the true meaning of human rights and their implications in everyday life.

5. In this context the Assembly welcomes the 1994 decision of the General Assembly of the United Nations to start a decade of human rights education all over the world, in order to achieve a culture of peace.

6. The Assembly has repeatedly and consistently pointed out that ignorance—of human rights but also of other groups or cultures—is at the root of most of the negative attitudes towards people belonging to such groups, for example Jews, Muslims, Roma/Gypsies, immigrants or members of national minorities. It has therefore advocated education as one of the most effective ways of preventing such attitudes.

7. In its Recommendation 1222 (1993) on the fight against racism, xenophobia and intolerance, for instance, the Assembly recommended to "introduce or reinforce, as a matter of the utmost urgency, an active education and youth policy stressing the combat of intolerant, racist or xenophobic attitudes; special attention should be given to human rights education and language teaching".

8. As it stated in Recommendation 1283 (1996) on history and the learning of history in Europe, the Assembly believes that the teaching of history should enable pupils "to appreciate cultural diversity. Stereotypes should be identified and any other distortions based on national, racial, religious or other prejudice".

9. The Assembly is aware of the considerable work done by the Council of Europe in the fields of human rights education and awareness raising, education for genuine democracy, history teaching, gender equality and related areas. Mention should be made of the work of the European Commission against Racism and Intolerance (ECRI) and the Council for Cultural Co-operation (CDCC) projects of "Democracy, human rights, minorities: educational and cultural aspects" and on "Education for democratic citizenship".

10. The Assembly feels, however, that the situation of human rights throughout Europe is still far from satisfactory and that there is a real need for further action by the Council of Europe in this field.

11. The Assembly therefore recommends that the Committee of Ministers call on member states:

i. to review curricula from primary schools to university, with a view to:

a. eliminating elements that might contribute to the creation of negative stereotypes;

b. pointing out the positive aspects of different cultures and ways of life;

c. introducing elements to promote tolerance and respect for people from other cultures;

ii. to include education in human rights in all school curricula, starting with teacher training programmes, including in-service training, institutes for the study of law and training courses for journalists;

iii. to include education in human rights and tolerance in the training of all officials dealing with the public, such as the police, prison staff and people dealing with refugees and asylum seekers;

iv. to encourage politicians and the media to commit themselves publicly to the protection of human rights, *inter alia* by checking and vigorously dismissing racist, xenophobic or intolerant declarations.

12. The Assembly further recommends that the Committee of Ministers consider human rights education as a priority for the intergovernmental work of the Council of Europe in the years to come, and consequently:

i. undertake or develop research into the nature, causes and manifestations of racism, xenophobia, anti-Semitism and intolerance;

ii. establish and make accessible, for example on the Internet, a European database of educational material for the promoting of tolerance and inter-ethnic understanding as well as informing about human rights issues and procedures;

iii. promote the further contribution of the Congress of Local and Regional Authorities in Europe and of non-governmental organisations to this process;

iv. instruct the Council for Cultural Co-operation, the European Commission against Racism and Intolerance and other competent Council of Europe bodies to monitor and evaluate

national policies on human rights education, with a view to identifying examples of good practice;

v. co-ordinate its work in the field of human rights education with that of the European Union and UNESCO;

vi. inform the Parliamentary Assembly on a regular basis of progress made in the implementation of these recommendations.

16. Declaration and Plan of Action of the Second Summit of Heads of State and Governments of the member States of the Council of Europe

(10-11 October 1997)

We, Heads of State and Governments of the member States of the Council of Europe, meeting in Strasbourg on 10-11 October 1997 for our Organization's Second Summit,

[...]

Aware of the educational and cultural dimension of the main challenges to be faced by Europe in the future as well as of the essential role of culture and education in strengthening mutual understanding and confidence between our peoples:

- express our desire to develop **education for democratic citizenship** based on the rights and responsibilities of citizens, and the participation of young people in civil society;

[...]

- encourage **understanding between the citizens of the North and the South**, in particular through information and civic education for young people, as well as initiatives aimed at promoting mutual respect and solidarity among peoples.

[...]

Action Plan

IV. Democratic Values and Cultural Diversity

1. Education for democratic citizenship: the Heads of State and Government decide to launch an initiative for education for democratic citizenship with a view to promoting citizens' awareness of their rights and responsibilities in a democratic society, activating existing networks, and including a new youth exchange programme.

17. Recommendation R(98)15 on the training of officials who first come into contact with asylum-seekers, in particular at border points

(Adopted by the Committee of Ministers, 15 December 1998)

The Committee of Ministers, under the terms of Article 15.*b* of the Statute of the Council of Europe,

Recalling the 1950 Convention for the Protection of Human Rights and Fundamental Freedoms, the 1951 Convention and its 1967 Protocol Relating to the Status of Refugees as well as other provisions relevant to refugees and asylum-seekers, adopted by the Council of Europe and other competent international fora;

Having regard to Resolution 1309 (1996) of the Parliamentary Assembly on the training of officials receiving asylum-seekers at border points;

Bearing in mind that, in order to fulfil their important tasks in an effective manner and to prevent refoulement and the turning away of the asylum-seeker at the border as well as to ensure unimpeded access to the asylum procedure by those seeking asylum, officials who first come into contact with asylum-seekers, in particular those fulfilling their duties at border points, need appropriate and adequate, initial and in-service training on how to recognise requests for protection and handle specific situations in connection with asylum-seekers;

Stressing that the responsibility for providing appropriate and adequate training and the selection of training methods for officials who first come into contact with asylum-seekers lays primarily with member States and that international co-operation, both between States and between States and competent international organisations, is of high importance, with particular

relevance to those member States which consider themselves in need of a special international assistance for such training;

Without prejudice to the guarantees enshrined in international and applicable regional provisions concerning training and instruction for officials who first come into contact with asylum-seekers;

Noting that in member States, different practices and competences exist for the reception and processing of asylum requests;

Considering that in the respective practices of member States, there are different categories of officials who first come into contact with asylum-seekers;

Recognising, therefore, the importance of member States' agreeing to common principles relating to certain asylum issues which can guide their respective practices;

Recommends to member States that officials who first come into contact with asylum-seekers should receive training on how to recognise requests for protection and handle specific situations in connection with asylum-seekers.

I. For those of such officials who are required to refer these asylum-seekers to the competent asylum authority, their training should lead to the acquisition of:

I.1. basic knowledge of the provisions of national legislation related to the protection of asylum-seekers and refugees, including the relevant administrative issues and knowledge of internal instructions, wherever applicable, on how to deal with asylum-seekers;

I.2. basic knowledge of the provisions of the 1951 Convention and 1967 Protocol Relating to the Status of Refugees and general principles of refugee protection as provided by international law, in particular the prohibition of refoulement and the situation of refugees staying unlawfully in the country of refuge;

I.3. basic knowledge of the provisions relating to the prohibition of torture or inhuman or degrading treatment or punishment as enshrined in the European Convention on Human Rights;

I.4. basic knowledge concerning limitations under national and international law to the use of detention;

I.5. skills to detect and understand asylum requests even in cases where asylum-seekers are not in a position clearly to communicate their intention to seek asylum, as well as basic communication skills concerning how to address asylum-seekers, including those with special needs;

1.6 the skill of the correct choice and use of an interpreter when necessary.

2. For those officials whose responsibility is to receive and also to process asylum applications and also whose responsibility might be to take a decision, bearing in mind that a decision on an asylum request shall be taken only by a central authority, their training should lead to the acquisition of:

2.1 detailed and thorough knowledge of all the provisions and skills listed under 1.1 to 1.6;

2.2 interviewing techniques, including skills of interpersonal and intercultural communication;

2.3 knowledge concerning the human rights situation in the countries of origin of asylum-seekers and in other relevant third countries;

2.4 skills in establishing the identity of asylum-seekers;

2.5 knowledge of the application of the "safe third country" concept by some member States.

3. Training on the issues enumerated under paragraphs 1 and 2 above should be included in initial and in-service training programmes for the officials concerned. Those responsible within the national administration for such training for officials should be familiarised with available materials prepared, and participate in special programmes when they are made available, by competent international governmental or non-governmental agencies and by national agencies in the framework of bilateral or multilateral co-operation.

D. ORGANIZATION OF AFRICAN UNITY

1. African Charter on Human and Peoples' Rights

(Adopted at Nairobi, Kenya, 26 June 1981. Entry into force October 1986, ratified by 51 States as of 1 January 1998)

Article 25

States Parties of the present Charter shall have the duty to promote and ensure through teaching, education and publication, the respect of the rights

and freedoms contained in the present Charter and to see to it that these freedoms and rights as well as corresponding obligations and duties are understood.

Article 45

The functions of the Commission (the African Commission on Human and Peoples' Rights) shall be:

1. To promote human and peoples' rights and in particular:

(*a*) to collect documents, undertake studies and research on African problems in the field of human and peoples' rights, organize seminars, symposia and conferences, disseminate information, encourage national and local institutions concerned with human and peoples's rights, and should the case arise, give its views or make recommendations to Governments;

[. .]

(*c*) to co-operate with other African and international organizations concerned with the promotion and protection of human and peoples' rights.

2. African Charter on the Rights and Welfare of the Child

(Adopted at Addis Ababa, Ethiopia, 11 July 1990. Not in force, ratified by 8 States as of 1 January 1998)

Article 11. Education

[. .]

2. The education of the child shall be directed to:

(*a*) promotion and development of the child's personality, talents and mental and physical abilities to their fullest potential;

(*b*) fostering respect for human rights and fundamental freedoms with particular reference to those set out in the provisions of various African instruments on human and peoples' rights and international rights declarations and conventions;

(*c*) the preservation and strengthening of positive African morals, traditional values and cultures;

(*d*) the preparation of the child for responsible life in a free society, in the spirit of understanding, tolerance, dialogue, mutual respect and friendship among all peoples and ethnic, tribal and religious groups;

[. . .]

Article 32 The Committee

An African Committee of Experts on the Rights and Welfare of the Child hereinafter called "the Committee" shall be established within the Organization of African Unity to promote and protect the rights and welfare of the child.

Article 42 The Mandate

The functions of the Committee shall be:

(*a*) To promote and protect the rights enshrined in this Charter and in particular to:

i) collect and document information, commission inter-disciplinary assessment of situations on African problems in the fields of the rights and welfare of the child, organize meetings, encourage national and local institutions concerned with the rights and welfare of the child, and where necessary give its views and make recommendations to Governments;

[. . .]

iii) cooperate with other African, international and regional institutions and organizations concerned with the promotion and protection of the rights and welfare of the child; [. . .]

3. Resolution on the Promotion of Human Rights in Africa

(CM/Res.1420 (LVI), adopted by the Council of Ministers of the Organization of African Unity, 56th Ordinary Session, Dakar, Senegal, 22-28 June 1992)

The Council of Ministers of the Organization of African Unity, meeting in its Fifty-sixth Ordinary Session in Dakar, Senegal, from 22 to 28 June, 1992,

[. . .]

4. *Requests* the States parties to include in their education programmes specific measures to encourage a thorough understanding of issues relating to human rights and *encourages* them to pursue their efforts in order to take into account, within the framework of the training of officers in charge of Armed Forces, Law Enforcement and of all other relevant branches, appropriate elements concerning human rights;

5. *Supports and encourages also* the efforts made by the National, Private and Public Institutions and Non-Governmental Organizations within the framework of their education activities, promotion and popularization of the objectives of the African Charter on Human and Peoples' Rights.

4. Resolution on the African Commission on Human and Peoples' Rights

(AHG Res.227 (XXIX), adopted by the Assembly of Heads of State and Government of the Organization of African Unity, 29th Ordinary Session, Cairo, Egypt, 28-30 June 1993)

The Assembly of Heads of State and Government of the Organization of African Unity, meeting at its Twenty-ninth Ordinary Session in Cairo, Egypt, from 28 to 30 June, 1993;

[...]

Considering that pursuant to article 1 of the African Charter, States parties to it are required to recognize the rights, duties and freedoms enshrined in the Charter and to undertake to adopt legislative or other measures to give effect to them;

[...]

3. *Further requests* that all States should ensure among other things:

(*a*) that Human Rights are included in the curriculum at all levels of public and private education and in the training of all law enforcement officials; and

(*b*) that education for Human Rights and democracy should involve every organ of the society as well as the media.

[...]

5. Resolution on Human and Peoples' Rights Education

(AHG/198 (XXX)–Annex X, adopted by the African Commission on Human and Peoples' Rights, 14th Ordinary Session, Addis Ababa, 1-10 December 1993)

The African Commission on Human and Peoples' Rights, meeting at its 14th Ordinary Session in Addis Ababa, 1-10 December, 1993:

Acknowledging that education in human and peoples' rights is a prerequisite for the effective implementation of the African Charter on Human and Peoples' Rights and other international human rights instruments,

Bearing in mind that the African Charter on Human and Peoples' Rights provides in Article 17(1) for the right to education and that Article 25 of the African Charter calls upon States parties to the Charter to promote human and peoples' rights through teaching, education and publication,

Recalling the Resolution on the African Commission on Human and Peoples' Rights, AHG/Res. 227 (XXIX), published in the Commission's 6th Annual Activity Report, 1992-1993, in which all States parties are requested to "ensure among other things (*a*) that human rights are included in the curriculum at all levels of public and private education and in the training of all law enforcement officials, and (*b*) that education for human rights and democracy should involve every organ of the society as well as the media",

Taking note of the UNESCO Plan of Action adopted at the International Congress on Education for Human Rights and Democracy in Montreal during March 1993, which laid the foundation for the recommendation adopted at the World Conference on Human Rights in Vienna for a Decade of Human Rights Education to be declared,

Noting also the Declaration at the World Conference on Human Rights, Vienna 1993, encouraging all governments to include in the formal sector, curricula on the study of human rights in primary, secondary and tertiary institutions as well as those in the administration of justice, and for governments to be encouraged to undertake the promotion of human rights in the informal sector,

Taking into consideration the Programme of Activities of the African Commission on Human and Peoples' Rights, 1992-1996, adopted at the 11th Session, March 1992,

Recognizing the importance of education as an active vehicle of inculcating the values and corresponding behaviours in a civil society based on full respect for human and peoples' rights, democracy, tolerance and justice,

Emphasizing the importance of propagating the principle of human rights law as well as international humanitarian law,

Taking into consideration further the great efforts made by the African Non-Governmental Organizations to promote and implement human and peoples' rights through education on both formal and informal levels, using popular participatory methods and through the media,

Having considered the item on human rights education upon the request of a number of Non-Governmental Organizations,

1. *Reiterates* its request for States parties to include the study of human and peoples' rights in the curriculum at all levels of public and private education, including at law schools, and to ensure, *inter alia*, that education and information regarding human and peoples' rights are included in the training of law enforcement personnel, civil or military, as well as medical personnel, public officials and other persons who may be involved in the custody, interrogation or treatment of any individual subjected to any form of arrest, detention or imprisonment;

2. *Decides* to intensify the co-operation between the African Commission and the African Non-Governmental Organizations on human and peoples' rights education, bearing in mind in particular the activities contained in the Commission's Program of Activities, 1992-1996;

3. *Underlines* the importance of education, through appropriate means and techniques, being geared among other things to the need of specific groups such as women, children, refugees and internally displaced persons, victims of armed conflicts and other disadvantaged groups;

4. *Encourages* Governments to take advantage of the activities of the Non-Governmental Organizations in the field of human and peoples' rights education and to facilitate such efforts;

5. *Welcomes* the initiative taken by Non-Governmental Organizations to organize a workshop on human and peoples' rights education with a special reference to popular participation and non-formal education during 1994, and any further initiatives which would strengthen the long term

activities of the African Commission and Non-Governmental Organizations in the field of human rights education.

6. Resolution on the Promotion and the Respect of International Humanitarian Law and Human and Peoples' Rights

(AHG/198 (XXX) Annex XI, adopted by the African Commission on Human and Peoples' Rights, 14th Ordinary Session, Addis Ababa, 1-10 December 1993)

The African Commission on Human and Peoples' Rights meeting at its 14th Ordinary Session in Addis Ababa, from 1-10 December, 1993:

[. . .]

Recalling also the conclusions of the seminar held in Banjul, October 1992, following the 12th Session of the African Commission on Human and Peoples' Rights on the national implementation of the African Charter on Human and Peoples' Rights, which underscored the need to disseminate and implement the provisions of international humanitarian law applicable in time of armed conflicts,

Considering the Resolution on Human and Peoples' Rights Education adopted by the African Commission on Human and Peoples' Rights at its 14th Session, December 1993,

Recognizing the need for a close cooperation in the field of dissemination of international humanitarian law and human and peoples' rights,

1. *Invites* all African States Parties to the African Charter on Human and Peoples' Rights to adopt appropriate measures at the national level to ensure the promotion of the provisions of international humanitarian law and human and peoples' rights;

2. *Stresses* the need for a specific instruction of military personnel and the training of the forces of law and order in international humanitarian law and human and peoples' rights respectively;

3. *Stresses further* the importance of regular exchange of information between the African Commission on Human and Peoples' Rights, the International Committee of Red Cross and human rights non-governmental organizations, on the teaching and dissemination activities undertaken on the

principles of human and peoples' rights and international humanitarian law, in the schools, universities and all other institutions;

[. . .]

7. Resolution on the Role of Lawyers and Judges in Integration of the Charter and Enhancement of the Commission's Work in National and Sub-Regional Systems

(AHG 207 (XXXII) Annex VII, adopted by the African Commission on Human and Peoples' Rights, 19th Ordinary Session, Ouagadougou, Burkina Faso, 26 March-4 April 1996)

The African Commission at its 19th Ordinary Session held from 26th March to 4th April 1996 at Ouagadougou, Burkina Faso;

Noting the central role that lawyers play in advocacy, in the Judicial and other adjudicative processes in national legal systems and considering further how such roles can be used to promote reference to and reliance on the Charter in the Judicial and other adjudicative processes,

Considering the mandate and judicial competence of judges to base their reasoning and judgements on all relevant human rights instruments, either as applicable authoritative laws or as persuasive aids to interpretation of constitutional and legislative provisions on fundamental rights, freedoms and duties,

Recognizing the importance of specialized and continuing training in human and peoples' rights for legal practitioners, judges, magistrates and the Commissioners,

[. . .]

3. *Urges* law societies, legal and human rights Non-Governmental Organizations with Observer Status with the Commission, associations or organizations of judges and magistrates, to initiate specialized and comprehensive training for judicial officers, lawyers at national and sub-regional levels.

E. ORGANIZATION FOR SECURITY AND CO-OPERATION IN EUROPE (OSCE)

1. Helsinki Final Act

(Adopted at the Conference on Security and Co-operation in Europe, Helsinki, 1 August 1975)

Principle VII. Respect for human rights and fundamental freedoms, including the freedom of thought, conscience, religion or belief:

The participating States will respect human rights and fundamental freedoms, including the freedom of thought, conscience, religion or belief, for all without distinction as to race, sex, language or religion.

They will promote and encourage the effective exercise of civil, political, economic, social, cultural and other rights and freedoms all of which derive from the inherent dignity of the human person and are essential for his free and full development.

[. . .]

They confirm the right of the individual to know and act upon his rights and duties in this field.

[. . .]

2. Concluding Document of the Madrid Meeting of Representatives of the Participating States of the Conference on Security and Co-operation in Europe

(6 September 1983)

QUESTIONS RELATING TO SECURITY IN EUROPE

Principles

[. . .]

The participating States stress their determination to promote and encourage the effective exercise of human rights and fundamental freedoms, all of which derive from the inherent dignity of the human person [. . .].

They recall the right of the individual to know and act upon his rights and duties in the field of human rights and fundamental freedoms, as embodied in the Final Act, and will take the necessary action in their respective countries to effectively ensure this right.

[. . .]

3. Concluding Document of the Vienna Meeting of Representatives of the Participating States of the Conference on Security and Co-operation in Europe

(19 January 1989)

QUESTIONS RELATING TO SECURITY IN EUROPE

Principles

The participating States [. . .]

12. [. . .] express their determination to guarantee the effective exercise of human rights and fundamental freedoms, all of which derive from the inherent dignity of the human person and are essential for his free and full development. They recognize that civil, political, economic, social, cultural and other rights and freedoms are all of paramount importance and must be fully realized by all appropriate means.

13. In this context they will

[. . .]

13.3. publish and disseminate the text of the Final Act, of the Madrid Concluding Document and of the present Document as well as those of any relevant international instruments in the field of human rights, in order to ensure the availability of these documents in their entirety, to make them known as widely as possible and to render them accessible to all individuals in their countries, in particular through public library systems;

13.4. effectively ensure the right of the individual to know and act upon his rights and duties in this field, and to that end publish and make

accessible all laws, regulations and procedures relating to human rights and fundamental freedoms;

[. . .];

13.6. encourage in schools and other educational institutions consideration of the promotion and protection of human rights and fundamental freedoms; [. . .].

4. Document of the Copenhagen Meeting of the Conference on the Human Dimension of the Conference on Security and Co-operation in Europe

(29 June 1990)

1. The participating States express their conviction that the protection and promotion of human rights and fundamental freedoms is one of the basic purposes of government, and reaffirm that the recognition of these rights and freedoms constitutes the foundation of freedom, justice and peace.

2. They are determined to support and advance those principles of justice which form the basis of the rule of law. They consider that the rule of law does not mean merely a formal legality [. . .], but justice based on the recognition and full acceptance of the supreme value of the human personality [. . .]

16. The participating States

[. . .]

16.4. will ensure that education and information regarding the prohibition against torture are fully included in the training of law enforcement personnel, civil or military, medical personnel, public officials and other persons who may be involved in the custody, interrogation or treatment of any individual subjected to any form of arrest, detention or imprisonment;

[. . .]

26. The participating States recognize that vigorous democracy depends on the existence as an integral part of national life of democratic values and practices as well as an extensive range of democratic institutions. They will therefore encourage, facilitate and where appropriate, support practical co-operative endeavours and the sharing of information, ideas and

expertise among themselves and by direct conflicts and co-operation between individuals, groups and organizations in areas including the following

[. . .]

— the teaching of democratic values, institutions and practices in educational institutions and the fostering of an atmosphere of free enquiry,

[. . .]

40. The participating States clearly and unequivocally condemn totalitarianism, racial and ethnic hatred, anti-semitism, xenophobia and discrimination against anyone as well as persecution on religious and ideological grounds. [. . .]

They declare their firm intention to intensify the efforts to combat these phenomena in all their forms and therefore will

[. . .]

40.3. take effective measures, in conformity with their constitutional systems, at the national, regional and local levels to promote understanding and tolerance, particularly in the fields of education, culture and information;

40.4. endeavour to ensure that the objectives of education include special attention to the problem of racial prejudice and hatred and to the development of respect for different civilizations and cultures.

[. . .]

5. Charter of Paris for a New Europe

(Adopted at the Meeting of Heads of State or Government of the participating States of the Conference on Security and Co-operation in Europe, Paris, France, 21 November 1990)

Human rights, democracy and rule of law

[. . .]

Human rights and fundamental freedoms are the birthright of all human beings, are inalienable and are guaranteed by law. Their protection and promotion is the first responsibility of government. [. . .]

Everyone also has the right:

To know and act upon his rights.

[. . .]

6. Document of the Moscow Meeting of the Conference on the Human Dimension of the Conference on Security and Co-operation in Europe

(3 October 1991)

42. The participating States

42.1. affirm that human rights education is fundamental and that it is therefore essential that their citizens are educated on human rights and fundamental freedoms and the commitment to respect such rights and freedoms in domestic legislation and international instruments to which they may be parties;

42.2. recognize that effective human rights education contributes to combating intolerance, religious, racial and ethnic prejudice and hatred, including against Roma, xenophobia and anti-semitism;

42.3. will encourage their competent authorities responsible for education programmes to design effective human rights related curricula and courses for students at all levels, particularly students of law, administration and social sciences as well as those attending military, police and public service schools;

42.4. will make information on all CSCE human dimension provisions available to their educators;

42.5. will encourage organizations and educational establishments to co-operate in drawing up and exchanging human rights programmes at the national as well as the international level;

42.6. will seek to ensure that activities undertaken with a view to promoting human rights education in a broader sense take into account experience, programmes and forms of co-operation within existing international governmental bodies, such as the United Nations and the Council of Europe.

7. Helsinki Document of the Conference on Security and Co-operation in Europe

(10 July 1992)

VI. THE HUMAN DIMENSION

The participating States

[. . .]

34. Will consider developing programmes to create the conditions for promoting non-discrimination and cross-cultural understanding which will focus on human rights education, grass-roots action, cross-cultural training and research;

[. . .]

60. Would welcome, in view of the importance of education as to the dissemination of the ideas of democracy, human rights and democratic institutions, especially in a period of change, the organization to this end of a seminar entitled "Education: Structures, Policies and Strategies" by the Council of Europe, open to all participating States.

[. . .]

8. Budapest Summit Declaration: Towards a Genuine Partnership in a New Era

(6 December 1994)

VIII. THE HUMAN DIMENSION

[. . .]

20. The participating States strongly condemn all forms of torture as one of the most flagrant violations of human rights and human dignity. They commit themselves to strive for its elimination. They recognize the importance in this respect of international norms as laid down in international treaties on human rights [. .]. They also commit themselves to include in their educational and training programmes for law enforcement and police forces specific provisions with a view to eradicating torture. [. . .]

[. . .]

25. The participating States condemn manifestations of intolerance and especially of aggressive nationalism, racism, chauvinism, xenophobia and anti-Semitism and will continue to promote effective measures aimed at their eradication [...]. They also stress that action to combat these phenomena should be seen as an integral part of integration policy and education. [...]

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Printed at United Nations, Geneva
GE.99-43415–November 1999–10,235

United Nations publication